

Marking progress

Training materials for assessing English as an additional language

Welcome to the electronic version of Marking Progress.

Please click the links below to view individual sections of the training materials in PDF format or as Microsoft® PowerPoint slides (as in the case of section 4). Use the navigation keys in Acrobat® to move between pages, and the 'Back to contents' button located on each divider to return to this page.

Each case study (section 5) has a link on the first page of the PDF to a Microsoft® PowerPoint file displaying all transcripts and writing samples from that case study. A folder of image files of these transcripts and writing samples can also be found on this CD-Rom within the folder labelled 'JPEGs'.

1 INTRODUCTION (PDF)

2 TRAINER'S NOTES (PDF)

3 HANDOUTS (PDFS)

Handout 1: Extract from *A language in common: assessing English as an additional language* (2000), QCA, pages 5-15

Handout 2: Extract from *National Curriculum statement on inclusion*

Handout 3: Activity 2: Obtaining evidence

Handout 4: Working with the case studies

Handout 5: Action plan

Handout 6: Further reading

Handout 7: Further reading

Handout 8: Extract from *The assessment of pupils' learning English as an additional language*, Key Stage 3 Strategy 2003, page 13

4 POWERPOINT PRESENTATION

Slide 1 Overall objectives

Slide 2 Unit 1: Aims

Slide 3 Record keeping

Slide 4 The EAL common scale

Slide 5 Key points

Slide 6 Unit 2: Working with the case studies

Slide 7 Assessing pupils' learning

Slide 8 Activity 3: Examining the evidence

Slide 9 Activity 4: Action planning

5 CASE STUDIES

Year 2 Salem

Year 2 Anuman

Year 3 Ezabella

Year 3 Hikmet

Year 5 Chand

Year 7 Tara

Year 7 Talap

Year 10 Khalidur

Year 10 Nabina

6 RESOURCES

[BACK TO
CONTENTS](#)

Introduction

What is the purpose of these materials?	1
Who are the pupils?	2
Who is this booklet for?	3

What is the purpose of these materials?

Marking progress is designed to support teachers' assessment of English as an Additional Language (EAL). It is a companion volume to *A language in common: assessing English as an additional language*, published by QCA in 2000. The material is relevant to work with pupils aged 5-16 whether they are newly arrived in England, or have been in school for several years. Irrespective of age or key stage, the common factor is that the pupils featured in the case studies are mostly at an early stage of learning and using English.

At the heart of *A language in common* are the scales that incorporate the level descriptions from the National Curriculum attainment targets for English. These scales include criteria for listening, speaking, reading and writing to describe pupils' development at two steps before National Curriculum Level 1 in English and through to National Curriculum Level 2.

Marking progress aims to promote the understanding and use of the common scales through discussion of case studies of pupils' work from Year 3, Year 5, Year 7, and Year 10. Where assessment of pupils in the Foundation Stage is being undertaken using the Foundation Stage profile, it is not necessary to assess bilingual pupils using the QCA EAL steps. There are no Foundation Stage case studies, therefore, in this document.

In particular *Marking progress*:

- shows how the extended scales can help teachers to reach a common understanding of what is required for each step and level
- gives examples of the evidence needed to standardise judgements
- develops understanding of how the standards relate to different groups of pupils
- suggests ways to build on the information gained to enhance pupils' learning.

A key assumption underlying both *A language in common* and *Marking progress* is that pupils learning EAL will make more rapid progress through and beyond the early stages if their particular language needs are assessed and responded to within the full National Curriculum provision.

Who are the pupils?

The pupils in this booklet are referred to as bilingual, where this is taken to mean pupils who have access to more than one language at home or at school. Typically, these are pupils who are living in England, and learning in English and one or more other languages. It does not necessarily imply full fluency in both/all languages.

Current guidance on EAL assessment¹ states that 'summative assessment for bilingual pupils as for all pupils should be based on National Curriculum measures and where applicable, use the QCA EAL steps as an extension of the National Curriculum English scale'. It also emphasises that, for some bilingual pupils, detailed diagnostic assessment may be undertaken in order to identify what support may be required. Such diagnostic assessment is best when built into classroom practice to ensure that all the learning needs of pupils are met. The practices highlighted in the case studies show how particular points for development can be identified and built on.

Some pupils learning EAL will have special educational needs and when diagnosed, it may be appropriate to assess their communicative ability and English language skills using the P-scales (*ref. <http://www.qca.org.uk/ages3-14/inclusion/7606.html>*), P scales should not be applied to recently-arrived pupils and/or those new to English unless it has been established that a special educational need is likely to be the reason for performance below the expected level.

¹ Aiming High: Supporting Effective Use of EMAG, DfES, 2004

Who is this booklet for?

This document has been written for use in training sessions for mainstream teachers and Ethnic Minority Achievement staff in all key stages. Teachers may select material relating to the year group they teach, or to the language history of their pupils; work on the document may take place within key stage focus groups, or across phases.

The ideas and examples presented in it can be developed by LEA advisers, literacy consultants and EAL coordinators and should draw equally on the experience and expertise of class teachers and language/literacy specialists.

Other interested readers could include school improvement advisers, assessment advisers or a special interest group within a school's governing body.

BACK TO
CONTENTS

Trainer's notes

How to use the training materials	1
Pre-course tasks	2
Unit 1 Working with <i>A language in common</i>	3
Unit 2 Using the assessment scales – case studies	16

How to use the training materials

This pack consists of training materials for two sessions each lasting for one and a half hours. There are also optional follow-up tasks for participants.

The two sessions are planned to happen close together – either over a half day's training or two shorter sessions.

Pre-course tasks for participants

- Become familiar with *A language in common*
- Review school-based EAL assessment procedures
- Gather a sample of one pupil's work for discussion



Unit 1: Working with *A language in common*

- The structure of the EAL common scale
- What counts as evidence
- Ways of gathering evidence



Unit 2: Using the assessment scales

- Case studies for analysis
- Standardising judgements on attainment
- Planning next steps



Post-course reading (optional)

- *Primary National Strategy – Assessment for learning* (Handout 6)
- *Primary National Strategy – Bilingual principles and pedagogy* (Handout 7)
- Extract from *Assessment of pupils learning English as an additional language* Key Stage 3 Strategy (Handout 8)

Pre-course tasks

The following documentation should be sent out to participants at least two weeks before the first session.

- Extract from *A language in common*, pages 5-15
- Extract from *National Curriculum 2000 statement on inclusion*, especially paragraphs 6-8

Participants are requested to bring examples of pupils' work for analysis for Unit 2 of the training.

Pre-course task 1: Becoming familiar with *A language in common*

Read the extracts from *A language in common* (Extract A) and the *National Curriculum statement on inclusion* (Extract B). As you read, consider what issues arise in relation to your school, for example:

- What are the systems of record-keeping for bilingual learners in your school?
- Are there connections between the attainment of EAL learners and resource allocation?

Pre-course task 2: Reviewing current practice

Collect an example of how your school records the achievements of bilingual pupils.

Does the way that bilingual pupils' achievements are assessed differ from any other assessment and recording practice, for example:

- Are comments more/less detailed, for example are grammatical problems highlighted?
- Do records of spoken language give information about range of contexts as well relevant information such as pronunciation?
- Who uses the information gathered?

Pre-course task 3: Samples of pupil's work (for use in session 2)

Collect samples of work from one bilingual learner. This could include pieces of written work with comments, notes on speaking and listening and/or reading records.

Unit 1

Working with *A language in common*

Assessing pupils' progress in English

The structure of Unit 1 is:

Introduction (10 minutes)

The structure of the EAL common scale (15 minutes)

Gathering evidence on pupils' achievement (30 minutes)

Obtaining the evidence (20 minutes)

Plenary (10 minutes)

Conclusion (5 minutes)

Resources needed for this session:

Laptop and projector with PowerPoint presentation or overhead projector and OHTs 1-5

Handouts 1, 2 & 3

Copies of *A language in common* for each participant, if possible

Flipchart and pens

INTRODUCTION

10 MINUTES

Welcome participants and introduce presenter(s).

Outline the aims and objectives of the training materials.
(Use OHT 1 and 2)

OHT 1

Overall objectives

These two units will enable participants to:

- understand the extended EAL assessment scales for English
- use the scales effectively
- consider what evidence needs to be collected and recorded
- review bilingual pupils' achievements in different contexts
- apply knowledge about assessment of EAL to own pupils
- make decisions about future action as a result of training.

OHT 1

Use OHT 2 to specify the content of the first session

OHT 2

Unit 1: Aims

In this session, participants will:

- become familiar with the extended assessment scales for EAL
- increase skills in making assessments and standardising judgements
- consider what sources of evidence are needed to make firm judgements
- review own school's collections of evidence of achievement.

OHT 2

Use OHT 3 to outline what good records should contain.
Remind participants that the training on *Marking progress* will return to this issue in the context of their own schools.

OHT 3

Record keeping

Manageable, effective records should:

- identify pupils' achievement in terms understandable by the broadest possible audience, ie National Curriculum levels
- enable pupils' progress to be tracked over time
- support teachers' decisions about learning targets
- contain some relevant background information about pupils, *eg first language proficiency, attendance, prior attainment in English*
- link with curriculum and schemes of work
- fulfil statutory requirements.

OHT 3

Remind participants that some schools and LEAs have used locally devised fluency scales to measure achievement of pupils learning EAL, in addition to National Curriculum levels. This often creates a set of duplicate records which do not tie in with other assessment procedures in the school.



It is important to have a common vocabulary and understanding, related to National Curriculum levels, ensuring that bilingual pupils are assessed against the same criteria as all pupils. The National Curriculum inclusion statement and guidance on using the Ethnic Minority Achievement Grant (EMAG) reinforce the need to be familiar with and to use the common EAL scales.

The purpose of this training is to demonstrate how to record achievement in English for bilingual pupils achieving below National Curriculum Level 2, and how to use the statutory levels for assessing progress after that.

It is important that pupils' initial progress in learning English is noted, irrespective of their age or speed of learning.

The next part of the session explains how this can be done with reference to the National Curriculum English scale and the use of the extended EAL common scale.

THE STRUCTURE OF THE EAL COMMON SCALE

15 MINUTES

Use OHT 4 to explain the structure of the EAL common scale for assessment. Refer to pages 10-15 in *A language in common* (Handout 1) to expand on these points. Participants should be familiar with the scale if they have completed pre-course task 1. If not, a fuller discussion about *A language in common* may be needed here.

OHT 4

The EAL common scale

The EAL common scale:

- links with the National Curriculum and the inclusion statements
- provides early assessment criteria for listening, speaking, reading and writing, two 'steps' before level 1 and 2 descriptors for level 1
- acknowledges the possibility of uneven profiles and different paths of development
- supports 'best fit' assessment process
- is relevant for all key stages.

OHT 4

Hand out copies of Handout 1 (Extract A) and explain that the scales were developed to provide a starting point for assessing the early-progress pupils learning English as an additional language make which then links with the National Curriculum English scale.

The steps were designed to enhance teacher assessment of pupils and provide a more specific indication of performance for pupils operating below National Curriculum Level 2 English.



Bilingual pupils will commonly display uneven profiles and may be more proficient in one language mode (speaking, listening, reading or writing) than another, and may therefore take a different path in their development of English from their monolingual peers. The National Curriculum levels, and the steps leading into them, allow for the possibility of recording such different levels of achievement.



Allow participants to raise questions or discuss issues about the EAL common scale here.

GATHERING EVIDENCE ON PUPILS' ACHIEVEMENT

30 MINUTES

Activity 1 (15 minutes)

What do we need to know about a pupil's achievement in order to plan appropriately?

In twos or threes share ideas about gathering evidence on listening, speaking, reading and writing (a different language mode could be allocated to each group).

Consider to what extent the evidence is the same for all pupils and what kinds of evidence might be specific to pupils learning EAL.

Feedback (15 minutes)

Use flip chart to record suggestions for evidence of performance on each of the languages modes; listening, speaking, reading and writing.

Explain that we are going to consider what sort of information we need to draw on to make secure assessment. Remind participants of OHT 3 about the characteristics of helpful records.

The following points are applicable to all language assessment, but have a particular importance for pupils learning EAL, especially to those who are new to English, no matter what their age.

LISTENING

Evidence of listening with understanding to English

Observable outcomes could include:

- how the pupil responds physically and verbally
- attentiveness to speech
- facial expressions
- eye contact
- response to name
- response in other language(s)
- asking questions of speaker.

Remind participants to be sensitive to differing cultural norms in relation to aspects of non-verbal communication (in some cultures it is considered rude for a child to make eye contact with an adult, in other cultures it is rude not to!).

SPEAKING

Evidence of attainment in speaking English

Observable outcomes could include:

- Who does the pupil speak to?
 - one person at a time
 - a partner in pair work
 - small groups
 - whole class
- What type of utterances are made?
 - initiated talk, *eg statements (naming), requests (questions)*
 - supported talk, *eg echoing words, response to questions*
 - extended talk, *eg long turns, participation in drama/work in role*
- What features of speech are there?
 - pronunciation
 - clarity
 - audibility
 - formality/informality of usage
- non-verbal communication to support meaning (eg using gesture or mime to convey ideas).

READING

Evidence of attainment in reading English

Observable outcomes could include:

- knowledge about how print and books work, eg directionality, front and back
- use of reading strategies
 - phonics
 - word recognition
 - sentence grammar
 - context
- understanding and response to text – pupil using prediction or inference
- pupil asking text-related questions
- enjoyment of books and reading activities
- range of interests, eg fiction, information, environmental print, ICT
- ability to transfer literacy skills from another language.

Pupils learning EAL often acquire word level skills that enable the decoding of text at speed without necessarily understanding what they have read. It is important to consider ways of checking whether this is the case.



WRITING

Evidence of attainment in writing in English

Observable outcomes could include:

- using pictures or symbols to convey meaning
- awareness of purposes and readers shown in choice of appropriate text structures
- use of spelling strategies, for example phonic plausibility and/or knowledge of word structure
- grammatical accuracy shown in sentence structure and punctuation, word order, singular/plural distinctions, tense choices
- range of vocabulary, eg grammatical and content words, use of descriptive and subject specific vocabulary.

When assessing the writing of EAL learners it is useful to consider the effectiveness with which they use both grammatical and content words. Grammatical words are far fewer than content words and may not be much stressed in oral language, however, they are essential for constructing written sentences in English. They include determiners (the, a), pronouns, prepositions, connectives, the verb 'to be' and various modal verbs (might, will, can). Content words are words that carry the main meaning in a sentence and are chiefly nouns and verbs, adjectives and adverbs.



EAL learners are also likely to handle writing in different genre less confidently than pupils for whom English is their first language, to omit prepositions and to make errors in writing formulaic phrases.²

² *Writing in English as an additional language at Key Stage 2*
Lynne Cameron, Sharon Besser, DfES 2004

OBTAINING THE EVIDENCE

20 MINUTES

Activity 2: How do we get the evidence we need? *(15 minutes)*

In this activity, ask participants in twos or threes to discuss the types of assessments of bilingual learners used in their own school from information gathered for pre-course task 2. Ask them to consider the four questions posed on the handout and record three examples of how the evidence could be obtained for each language mode.

Note that the intention is not to dictate what should be considered and recorded but to consider what is available that could be referred to as well as what is possible and manageable: 'fitness for purpose' and 'manageability' are the principles that should underpin the process of evidence collection.

Handout 3

Activity: Obtaining evidence

Identify the sources of evidence which could be used for each mode of language and how they might be obtained in the second column. Record on this table.

Source of evidence	How obtained (observation, extended talk, reading records, writing scripts)
Listening	
Speaking	
Reading	
Writing	

Then consider these questions:

1. How much evidence needs to be considered in order to make a rounded judgement?
2. What range of evidence do you currently draw on for making judgements?
3. Does your current assessment procedure reflect what is needed and is it manageable?
4. In what ways might some of the sources of evidence be different for bilingual learners new or relatively new to English from the usual school assessment practices for pupils for whom English is their first language?

PLENARY

10 MINUTES

Draw participants together and share responses.

Summarise using OHT 5.

OHT 5

Key points

Teachers' assessments of achievement:

- need to record evidence of progress in ways that are manageable
- need a rounded picture drawn from many contexts
- use the principle of 'best fit' to make sense of disparate information
- should explicitly support teaching and learning
- must influence decisions about future teaching.

OHT 5

CONCLUSION

5 MINUTES

Finish this unit by reminding participants of the aims (OHT 2) and how they have been achieved.

Explain that in Unit 2 we will be examining some case studies of bilingual pupils in greater depth. The aim will be to demonstrate how the use of the extended assessment scales can be used as an integral part of the assessment, teaching and learning process in order to mark progress. Participants may also bring case studies drawn from their own school to this session.

Unit 2

Using the assessment scales – case studies

Training scripts and supporting materials

For this session presenters should select two case studies from a key stage as appropriate for the participants. One of the case studies will be explored in depth with the whole group together. The other will be analysed independently by participants first and then findings discussed at the end.

The independent analysis could be undertaken with samples from participants' own pupils instead of the case studies provided. The presenters' summaries at the end of each case study provide an overview of the strengths and weaknesses shown by each pupil and these are linked to level-related judgements. These pages may be photocopied for use at the end of the session, for example to help confirm judgements or to stimulate discussion about ways of arriving at a 'best fit' assessment.

The case studies are in key stage sequence from Key Stage 1 to Key Stage 4. They aim to offer some variation within the key stage and year group so that participants can practise assessment using a range of evidence at different levels. *It is important to stress that case studies only provide a partial picture of what the pupils can do and are for illustrative purposes only.*

The case studies include evidence in speaking, listening, reading and writing. They cover a range of subjects as well as English. The material is relevant to participants with different subject specialisms and shows how pupils use English for learning throughout the curriculum.

The structure of Unit 2 is:

Introduction (10 minutes)

Shared case study activity (20 minutes)

Independent case study analysis (20 minutes + 10 minutes feedback)

Action-planning (20 minutes)

Plenary (10 minutes)

Optional post-course further reading

Resources needed for this session:

Laptop and projector with PowerPoint presentation or overhead projector and OHTs 6-9

Handouts 4 and 5 for each participant

Copies of two case studies for each participant

Copies of *A language in common* for each participant. If this is not possible, you will need to photocopy pages 5-15 (sent out as pre-course task Extract A)

Flipchart and pens

Copies of post-course further reading (Handouts 6, 7 and 8)

INTRODUCTION

10 MINUTES

Use OHT 6 to outline the aims for this session.

OHT 6

Unit 2: Working with the case studies

Aims

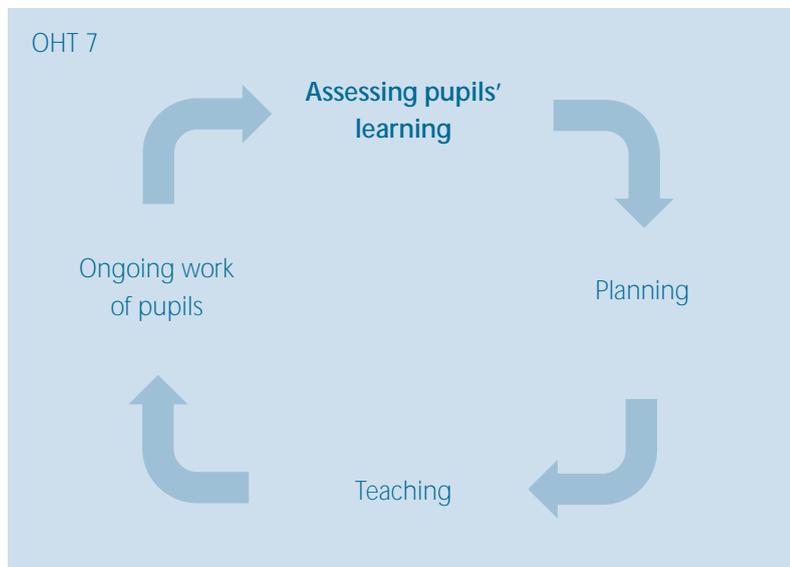
- Use the assessment scales for English in relation to one or two relevant case studies
- Practise standardising judgements and establishing shared understanding of 'best fit' procedure
- Understand how the assessment scales can be used in different contexts to yield diagnostic information
- Note how judgements about achievement including diagnostic assessment are an integral part of the teaching and learning process.

OHT 6

Remind participants of the key points about assessment in Session 1 (OHT 5).

Explain that this part of the training is very practical. Participants will be working on case studies appropriate to their phase of school (primary, middle or secondary). The evidence for each case study has been collated to give a rounded picture of the pupil's achievements.

The process of making judgement about strengths and weaknesses is part of the cycle of teaching, learning and assessment. Use OHT 7 to exemplify if appropriate.



OHT 7

There are different ways of working with the material in each section or year group. Some prompt questions about the examples are provided at the beginning of each case study as possible starting points.

The aim of the discussion should be to draw out EAL-specific features of the work in the context of national expectations. Presenters may choose to deal with the pupils' work in year group sections, or to select pupils from different year groups in ways most relevant to participants.

Discussion of the specific case studies could lead on to effective classroom strategies for helping pupils' language to progress further, making links where relevant with the Framework for teaching at Key Stages 1 and 2 and the Key Stage 3 Strategy.

Ensure all participants have a copy of the same case study.

Allow participants 5 minutes to read through the case study materials. Taking each piece of evidence in turn, discuss what this shows about attainment in:

- Listening
- Speaking
- Reading
- Writing

Consider what needs to happen next in order for the pupil's language to develop further. Use the presenters' summary of the relevant case study to point out key features of performance and invite suggestions from participants.

Record main points on flip chart.

Model the process of making a 'best fit' judgement of strengths and weaknesses, making use of the opening paragraph at the start of each case study.

INDEPENDENT CASE STUDY ANALYSIS

30 MINUTES

Activity 3: Examining the evidence (20 minutes)

Organise the participants into twos or threes for this activity. Hand out copies of a second case study you have selected for participants to work on or participants may use samples of the pupils' work which they have brought to the session. Ask participants to examine the case study, review the evidence, discuss and note down what this shows about attainment in listening, speaking, reading and writing.

On Handout 4, participants should record the three main strengths of the pupil shown in each piece of evidence and what needs to happen next in order for the pupils' language to develop further.

On the basis of the evidence, participants should refer to the Language in common scale and suggest a 'best fit' level.

The following OHT may be shown to illustrate the task.

OHT 8

Activity 3: Examining the evidence

For each piece of pupils' work, note down three strengths in relation to listening, speaking, reading or writing.

Record what needs to happen next in order for the pupils' language to develop further.

On the basis of the evidence available, suggest a 'best fit' level on the National Curriculum English scale.

OHT 8



Feedback (10 minutes)

Draw participants together and invite contributions for some of the key strengths. Refer to the descriptions in the assessment scale, then make a consensual judgment about the level on the EAL extended common scale or National Curriculum English from level 2 and above.

Where participants have been using the case studies provided, you may wish to make the presenters' summaries available to participants at this stage, for confirmation or discussion of their judgements.

Emphasise in particular the links between what has been found out and what might be then planned to help each pupil progress.

ACTION PLANNING

20 MINUTES

Activity 4

In twos or threes, ask participants to discuss what they need to do to collect and assess their own evidence in school. Consider any implications this has for classroom practice and for whole-school policy and procedures.

Record up to 4 key actions on the outline action plan (Handout 5) provided.

OHT 9 may be used to support Activity 4.

OHT 9

Activity 4: Action planning

Discuss what you need to do to collect and assess evidence in school.

What are the implications for classroom practice and for whole-school policy and procedures?

Record up to 4 key actions on the outline action plan (Handout 5) provided.

OHT 9

Actions may include

- Classroom actions:
 - identify one or two bilingual pupils and develop a detailed profile of their achievement
 - establish ways of collecting necessary evidence
 - discuss procedures for observing and recording evidence with teachers or teaching assistants in the same year group.
- Management actions:
 - staff meeting to introduce colleagues to the common EAL assessment scale
 - review of school procedures for assessing progress of pupils learning EAL
 - liaison with special needs' coordinator to review allocation of resources and support to meet additional, specific needs.

PLENARY

10 MINUTES

Invite participants to share some of the actions they have recorded on Handout 4. This is a final opportunity for participants to raise any issues or ask questions about the process of assessment.

Remind participants where they can find out more about assessment and strategies for supporting bilingual learners (see Useful Resources section). Presenters may wish to have copies of the suggested materials available for participants to refer to at this point.

OPTIONAL POST-COURSE FURTHER READING

Handouts 6, 7 and 8 – Further reading about the assessment of bilingual pupils may be distributed here.

Handouts

Handout 1

Extract from *A language in common: assessing English as an additional language* (2000), QCA, pages 5-15 1

Handout 2

Extract from *National Curriculum statement on inclusion* 21

Handout 3

Activity 2: Obtaining evidence 23

Handout 4

Working with the case studies 24

Handout 5

Action plan 25

Handout 6

Further reading 26

Handout 7

Further reading 30

Handout 8

Extract from *The assessment of pupils' learning English as an additional language*, Key Stage 3 Strategy 2003, page 13 33

Handout 1

Extract from *A language in common: assessing English as an additional language* (2000), QCA, pages 5-15

Part 1: Background to assessing English as an additional language

Many pupils in English schools regularly speak a language other than English. Throughout England, about 200 different languages are used with varying degrees of fluency. As well as finding ways to build on their pupils' knowledge of other languages and cultures, teachers must ensure that all their pupils develop as competent and confident speakers and writers of English.

This guidance is intended to help teachers do this. It focuses in particular on ways of assessing the early progress pupils make in learning English as an additional language (EAL), in such a way as to ensure that pupils' attainment is appropriately linked to their full National Curriculum entitlement.

Recent changes in the focus of education have direct implications for the teaching and learning of English and EAL.

- Following the implementation of the National Literacy Strategy in 1998, literacy teaching in primary schools is now part of a nationally defined programme. Specialist EAL staff have become increasingly involved in the work of the strategy through providing training and contributing to support materials for schools.
- All schools and LEAs are working towards literacy and numeracy targets for the year 2002, based on individual pupils' results in national tests for English and Mathematics at the end of Key Stage 2. For teachers to plan work appropriately, a clear view of the attainment and potential of pupils learning EAL is an essential strand of target setting.
- There are new expectations about ways of meeting the needs of EAL pupils, following the transfer of Section 11 funds from the Home Office to the DfES. Schools now administer a greater proportion of the grant and need to have in place ways for monitoring the impact of different forms of provision and support.

In addition, the revised National Curriculum sets out more clearly than before the entitlement to an inclusive curriculum and the need for teachers to define high expectations for all pupils.

ROLES AND RESPONSIBILITIES FOR EAL

Roles and responsibilities in schools

In effective schools, teachers and others work together for the benefit of all the pupils. Some of the different, but interrelated, roles and responsibilities concerning EAL are outlined here.

Headteachers are pivotal in providing leadership. Their role is to ensure that:

- an EAL strategy features prominently in the school development plan
- there is regular and effective liaison between everyone involved in teaching EAL learners
- information on all pupils' performance in National Curriculum tasks and tests, is collected systematically.

The governing body, working with the head teacher, should ensure that:

- the school development plan takes account of the needs and skills of EAL learners and sets targets for these pupils which are challenging and attainable
- parents of and carers for EAL learners are fully informed about National Curriculum requirements and assessment procedures, and about the school's strategies for securing all pupils' entitlement to these through, for example, the school's prospectus
- the school has in place effective policies for EAL learners which are understood by all staff
- there is consideration of issues relating to special educational needs, including those pupils who are also EAL learners
- challenging targets for pupils learning EAL are set and met
- training in planning, teaching and assessing EAL learners is available to all staff.

The school's senior management team should:

- share overall responsibility for supporting and raising the achievement of EAL learners
- ensure that relevant information is shared with parents
- manage data collection to meet any external monitoring requirements
- monitor teachers' effective use of information about pupils' abilities and needs in English when making decisions about curriculum planning and pupil grouping.

Class and subject teachers should:

- be knowledgeable about pupils' abilities and their needs in English and other subjects
- use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping
- make good use of specialist language support teachers and bilingual assistants when teaching and monitoring progress.

Additional staff should:

- work with class and subject teachers effectively to make focused and systematic assessments of pupils, including their use of their first language, as appropriate
- help match the language demands of the curriculum to pupils' skills and needs to maximise pupils' development of English
- provide effective specialist teaching for groups or individuals
- contribute to curriculum planning as members of a teaching team, to ensure continuity and progress within the National Curriculum subjects
- help strengthen links between home, school and community.

Roles and responsibilities of LEAs and support services

The LEA should:

- ensure that its Education Development Plan takes account of the needs and skills of EAL learners in the community and sets targets for these pupils which are challenging and attainable
- monitor and analyse the performance of EAL learners from different ethnic and linguistic groups, based on evidence from schools
- make available appropriate training for governors, for senior and middle management, and for class, subject and specialised teachers, to enable schools to fulfil their roles and responsibilities for EAL learners
- work in partnership with all schools and governing bodies to achieve 'best fit' between the availability and allocation of specialist resources and the needs of EAL learners
- monitor and evaluate the effectiveness of its specialist support provision for EAL learners
- provide access to appropriate translation and interpretation services, in particular to support effective home-school communication and partnerships
- monitor and evaluate effective practice and use of resources and disseminate the findings to schools.

CURRENT PRACTICE IN ASSESSING EAL

It is helpful to be clear how curriculum provision, assessment of progress and the setting of targets for pupils learning EAL relates to broader national initiatives. The assessment of pupils learning EAL has often been carried out differently from the assessment of mainstream-only pupils.

Approaches to the assessment of EAL are many and diverse, with different scales, procedures and types of evidence used by schools and LEAs. Currently, LEAs use between 2 and 13 stages to describe progress in learning EAL.

While each of the individual systems used may be effective in its own right, the many different systems in use around the country make it hard to monitor the progress of these pupils nationally. It also presents teachers with difficulties in understanding pupils' progress when they move between schools.

Such diversity contrasts with the assessment of monolingual English-speaking pupils, and for whom standards are explicitly linked to the National Curriculum scale at all ages and stages of schooling. Performance data for these pupils is available at national, local and school level, providing comparable pictures of both attainment and progress which are easily understood by their teachers.

THE PRINCIPLES OF ASSESSING EAL

The assessment of EAL should follow the same principles of effective assessment of all pupils. It should:

- recognise what pupils can do and reward achievement
- be based on different kinds of evidence
- be a valid reflection of what has been taught or covered in class
- be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results
- be manageable, both in terms of the time needed to complete the task, and in providing results which can be reported or passed on to other teachers.

In addition, teachers assessing pupils learning EAL should

- be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims
- be sensitive to the pupil's first or main other language(s) and heritage culture
- take account of how long the pupil has been learning English
- assess in ways that are appropriate for the pupil's age
- focus on language, while being aware of the influence of behaviour, attitude and cultural expectations
- recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing.

Balancing attention to strengths and weaknesses

The differences between summative and diagnostic assessment are particularly significant in the case of EAL pupils. There is a need to balance positive recognition of what a pupil understands and communicates, despite his or her limited grasp of English, and the identification of features of the pupil's developing English which are most likely to benefit from particular attention.

While there are many differences in the development of spoken and written English between a pupil learning EAL and a native English speaker, these are fewer in the case of young pupils. Evidence suggests that young EAL learners go through a similar process of sorting out English grammar as children brought up in an English-only environment. Similar 'developmental errors' are shown by both groups, for example in the way they generalise about how to use past tense inflexions, forms of the negative, auxiliary verbs, and forms of questions. They also need help with how to adapt language according to its context of use, whether written or spoken.

Many assessment systems developed by LEAs focus on features of grammatical competence. Such precision certainly has a place in helping to describe exactly what a pupil can or cannot do. However, there is a danger that EAL pupils may be assessed more severely, if only because features of their language are being noted at a level of detail and in isolation from a broader learning context. At the same time, they may not gain recognition for what they actually can do with English.

Taking into account a range of evidence

For all pupils, it is important to take into account a range of evidence in order to arrive at an assessment of attainment. For those learning the language of instruction at the same time as the subjects of the school curriculum, it is even more important that teachers' judgements are reviewed in different contexts. For example, pupils may be reluctant to speak, read or write in some subjects but not in others, depending on how familiar they are with the lesson content or how comfortable they feel in the class or group. Differences between fluency in class and outside in the playground may be highlighted by observing pupils taking part in formal question and answer sessions and working in role.

Recognising learning difficulties

Where an assessment of a pupil's English suggests that he or she may have an underlying difficulty with language, it is vital to cross-check with specialist bilingual teachers and teachers of pupils with special needs. In the case of pupils who arrive as refugees or without medical records, it is important to carry out checks on sight and hearing, so that physical impairments do not compound problems. Bilingual staff can be an invaluable point of contact with the home in the instance of an EAL pupil who does not appear to be making progress.

Monitoring National Curriculum performance

The use of National Curriculum levels of attainment in English has been considered by some to be insufficient to capture the distinct qualities of EAL pupils' use of English. However, careful scrutiny of the results of different groups of pupils on National Curriculum tests and tasks has provided important information about the achievement of EAL pupils, and has implications about what needs to be done to raise achievement further. The findings reported here come from studies carried out by the national test agencies in 1997/98.

In Key Stage 3 English tests, an analysis of the results of a sample of EAL pupils showed that their work tended to cluster around National Curriculum level 4 on paper 1 (the unseen reading and writing paper). It was notable on this paper that less structured writing tasks caused most difficulty. On paper 2 (Shakespeare), their work was more comparable with monolinguals, with some achieving level 7. Unlike paper 1, the Shakespeare paper draws on prepared reading in ways that are possibly more predictable.

In Key Stage 2 English tests, the results of about 300 pupils learning EAL were analysed on the reading and writing components. Their test results were lower than the monolingual sample, except in spelling and handwriting. Responses to questions on the reading test showed that EAL pupils lacked a vocabulary for describing character, feeling and attitudes and had difficulty in expressing their responses to the text. The hardest questions proved to be those containing negative or conditional formulations, and those requiring the construction of an argument based on information given in the text. These qualities are important to attaining level 5 and above in English. They are also important in reading and writing in other subjects, which increasingly require command of complex reasoning structures and sustained explanations.

Results for Key Stage 1 English from a sample of about 200 pupils showed that most EAL pupils scored lower on the Level 2 reading test. By contrast, spelling and handwriting tests revealed either insignificant differences or a trend towards better performance by the EAL group.

Across all key stages pupils who are assessed by their teachers as relatively fluent speakers of English still find some aspects of the tests difficult. Even when EAL pupils are attaining the same level as monolingual pupils, closer inspection of their scores within the level may be needed to reveal whether or not the attainment is secure. This points to the benefit of making assessments in line with National Curriculum programmes of study in order to address the learning needs of the group as a whole.

Part 2: A common scale for assessment

All pupils learning EAL whether they are young children, late arrivals encountering English for the first time, or pupils whose home language is not English but who have grown up in England – have to know and be able to use:

- the sounds of English
- its grammatical structures and conventions
- the meaning of words and phrases
- contextual understandings, including non-verbal features.

They also have to learn to integrate the four language modes – speaking, listening, reading and writing – and cannot rely on only one.

THE STRUCTURE OF THE COMMON SCALE

Links with the National Curriculum

The common scale provides reference points for all pupils. It allows for the fact that pupils will show progress in different ways, and that the routes that they take as learners will differ.

There is no expectation that for any one pupil there is only one way to reach achievement described. Pupils will demonstrate different strengths which can be assessed at the same level. Neither is there an expectation that pupils, from whatever linguistic starting point, will show the same profile of performance in all modes.

Early assessment criteria have been developed for listening, speaking, reading and writing. These criteria describe pupils' development at two steps before National Curriculum level 1 in English and through to National Curriculum level 2. It is worth noting that National Curriculum level 2 for reading and writing is expressed in terms of three performance descriptions in the context of Key Stage 1 tests and tasks. These generic descriptions of attainment may also be used as a reference point for assessing levels of achievement, as appropriate.

Underlying the concept of the extended scale is the strong expectation that most EAL pupils will move rapidly through the early steps and the graduated level 1. For pupils who enter school already literate in another language, the passage from a step or threshold level directly into National Curriculum level 3 or above should likewise be a realistic expectation, as illustrated by the description of pupils' work in Part 3 of this booklet.

A clear goal for all pupils in terms of the level of competence in English required to participate fully in the secondary school curriculum is the attainment of National Curriculum level 4. The progress from step 1 to level 4 can be described in each mode along the following broad lines:

- **listening:** some evidence of pupils' responsiveness through short bursts of attention, to the ability to fully understand and participate in discussions with peers
- **speaking:** ability to say a very few words, to being able to sustain talk adapted to different purposes and circumstances
- **reading:** evidence of early familiarity with conventions of print and books, to being able to sustain independent reading of challenging texts, understanding both literal and implicit meanings
- **writing:** experiments with letters and symbols of English, to being able to write accurately in lively and interesting ways for different purposes.

Recognising uneven profiles

Early assessment profiles of EAL pupils are likely to be quite different from those of pupils whose first language is English, especially in terms of differences between what they can say or write, and what they know or can understand. For example, some pupils may enter school in England already able to read and write in English much better than they can communicate orally. Others may develop rapidly in spoken English, but need particular help with reading and writing. Many pupils are likely to go through a 'silent phase', as they tune in to the sounds of English and work out ways of expressing what they mean in a new or unfamiliar language.

Not only are there likely to be differences between pupils' levels of achievement in their use of English, but they are also likely to progress at different rates through the early levels of achievement. There is every reason to expect that literate older pupils, even those starting school with 'no English', may leap the early National Curriculum English levels within the first term of schooling.

Recognising different paths of development

For most pupils starting school at Key Stage 1, there should be equally strong expectations of rapid progress to the standards appropriate to level 1 of National Curriculum English. Charting this progress does not mean that every step along the way needs to be taken before proceeding to assessment at a higher level. For example, one pupil may quickly show confidence in trying out spoken English in the classroom, but be unwilling to produce writing. Another may listen attentively but silently for months, while showing clear signs of engagement with print. When either pupil does write or speak, it is most unlikely that the language they produce will be significantly less developed than that of their preferred mode.

Partly because of these uneven profiles in language use, an important feature when monitoring the progress of pupils learning EAL is to take note of their achievements in other subjects. In some of these they may be attaining highly, especially when their performance is less dependent on the use of English. Evidence from other subjects can, of course, contribute to judgements about skills in English, and work from across the whole curriculum should be taken into account when judging the overall level of achievement in speaking, listening, reading or writing. These profiles are particularly important in judging cognitive ability, which may be masked by limited competence in English.

Using the extended scales

The extended scales should be used to make a first assessment of a pupil starting school as soon as reasonable to do so. They should then be used at regular intervals until the pupil's work meets the relevant expectations of the National Curriculum levels.

ASSESSMENT OF SPEAKING AND LISTENING

The extended scale for listening

- Step 1** Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.
- Step 2** Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.
- Level 1 (Threshold)** With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including the teacher addressing the whole class.
- Level 1 (Secure)** In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

National Curriculum attainment target 1: speaking and listening

Level 2

Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

Level 3

Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

ASSESSMENT OF SPEAKING AND LISTENING

The extended scale for speaking

- Step 1** Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.
- Step 2** Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.
- Level 1 (Threshold)** Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.
- Level 1 (Secure)** Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

National Curriculum attainment target 1: speaking and listening

Level 5

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They begin to use standard English in formal situations.

Level 6

Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.

Level 7

Pupils are confident in matching their talk to the demands of different contexts. They use vocabulary precisely and organise their talk to communicate clearly. In discussion, pupils make significant contributions, evaluating others' ideas and varying how and when they participate. They show confident use of standard English in situations that require it.

Level 8

Pupils maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion. They show confident use of standard English in a range of situations, adapting as necessary.

ASSESSMENT OF SPEAKING AND LISTENING

The extended scale for reading

- Step 1** Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.
- Step 2** Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.
- Level 1 (Threshold)** Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.
- Level 1 (Secure)** Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

National Curriculum attainment target 2: reading

Level 2

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3

Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Level 4 – Level 8

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

ASSESSMENT OF WRITING

The extended scale for writing

- Step 1** Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
- Step 2** Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
- Level 1 (Threshold)** Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word-order. The most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
- Level 1 (Secure)** Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

National Curriculum attainment target 3: writing

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences, such as full stops, capital letters and question marks, is used accurately. Handwriting is joined and legible.

Level 4 – Level 8

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatical complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

Handout 2

Extract from *National Curriculum statement on inclusion*

PUPILS WHO ARE LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

6. *Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.*
7. *The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.*
8. *Teachers should take specific action to help pupils who are learning English as an additional language by:*
 - a. *developing their spoken and written English*
 - b. *ensuring access to the curriculum and to assessment.*

DEVELOPING SPOKEN AND WRITTEN ENGLISH

Teachers develop pupils' spoken and written English through:

- *ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms*
- *explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects*
- *providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture*
- *ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects*
- *where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages*
- *building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.*

ENSURING ACCESS

Teachers make sure pupils have access to the curriculum and to assessment through:

- *using accessible texts and materials that suit pupils' ages and levels of learning*
- *providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses*
- *using home or first language, where appropriate*

Handout 3

Activity 2: Obtaining evidence

Identify the sources of evidence which could be used for each mode of language and how they might be obtained in the second column. Record on this table.

Source of evidence	How obtained (observation, extended talk, reading records, writing scripts)
Listening	
Speaking	
Reading	
Writing	

Then consider these questions:

1. How much evidence needs to be considered in order to make a rounded judgement?
2. What range of evidence do you currently draw on for making judgements?
3. Does your current assessment procedure reflect what is needed and is it manageable?
4. In what ways might some of the sources of evidence be different for bilingual learners new or relatively new to English from the usual school assessment practices for pupils for whom English is their first language?

Handout 4

Working with the case studies

For the case study you are working on, note 3 strengths and 3 areas for development in speaking, listening, reading or writing.

Name of pupil

Year group

	Strengths	What pupil needs to develop
Listening		
Speaking		
Reading		
Writing		

Handout 5

Action plan

Towards a whole-school approach for assessing bilingual learners.

Task	Who is involved?	By when?

Handout 6

Further reading

Primary National Strategy

ASSESSMENT FOR LEARNING – IMPLICATIONS FOR EAL

This strand is closely linked to the Primary National Strategy professional development materials on assessment for learning. The aspects raised here are additional factors to consider with pupils learning English as an additional language.

Rationale

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' (**Assessment for Learning: 10 Principles**: Assessment Reform Group 2002)

In a 'learning to learn' curriculum, assessment for learning involves children and teachers thinking about learning skills and dispositions, as well as curriculum matters. Children are encouraged to reflect on how they learn and how they can improve as learners. This involves setting learning targets as well as curriculum targets. Such learning targets may be about skills, attitudes or behaviours. Vygotsky's 'zone of proximal development' lies at the heart of focusing feedback on what needs to be improved.

The complex relationship between first language, cognitive and academic development, and the level of proficiency in English will impact on the bilingual learner's ability to demonstrate knowledge, understanding and skills.

Day-to-day assessment

- Use of first and additional language(s) enables pupils to show the full range of their learning and understanding
- Adults who share children's first language should use the skill sensitively to assess understanding
- Practitioner understanding and knowledge of use of questioning language to enable pupils to demonstrate learning eg by modelling the language of response, questioning which extends oral contributions
- Importance of providing thinking time and time to mentally formulate and rehearse responses with partners before articulating the thinking and learning
- Importance of checking understanding
- Practitioner understanding and knowledge of socio-cultural factors when using observation and discussion as strategies for day-to-day assessment
- Understanding that an additional language will not be acquired in a predictable linear progression and cannot be assessed with a simple checklist
- Importance of observation as a key method of assessing language – noting the relevant responses, time taken to respond, whether language form is appropriate for purpose, complexity of sentences, use of subject-specific vocabulary, use of formulaic phrases etc.

Feedback on learning

- Importance of feedback being culturally sensitive and constructive
- Importance of ensuring that pupils are not demoralised by feedback which does not take account of the language, curricular as well as skills learning
- Review of learning is supported by display and discussion of learning as well as language objectives
- Importance of feedback on learning of language as well as curriculum and skills
- Importance of advice for improvement which takes account of need to learn language as well as curriculum
- Importance of self-assessment and peer-assessment as part of feedback.

Involving parents and carers in assessment for learning

- Provision for involving parents/carers who do not speak English
- Providing opportunities for parents/carers and families to understand assessment information, pupil targets and the link between assessment and learning
- Importance of dialogue with parents/carers/families which enables their feedback on their children's learning to be shared
- Providing guidance to parents/carers on how to maximise opportunities for learning (first language, extended visits, everyday opportunities) and support children's learning at home.

Formative use of summative assessment

- Use of summative assessment data to monitor and review progress and attainment of children from different ethnic and language backgrounds
- Use of summative data to review impact of interventions and targeted support
- Use of question-level analysis to identify strengths and areas for development in children's responses.

Use of ICT to support assessment for learning

- Use of ICT (audio and digital video recorders, cameras) to collect evidence to support discussion on progress with pupils and parents, or to support pupil self-evaluation
- Opportunities for adults and peers who share a child's first language but are located elsewhere to act as evaluation partners via email.

Sharing learning objectives and success criteria effectively

- Importance of the language used to share objectives
- Importance of the contexts in which the planned learning outcomes are expected to be achieved. EAL learners need to start with context embedded tasks and move to context reduced tasks.

Use of questions for assessment

- Questions should be carefully planned to probe understanding, uncover misconceptions and extend oral contributions.

Handout 7

Further reading

Raising achievement of bilingual learners: Primary National Strategy EAL Pilot

BILINGUALISM AND BILINGUAL STRATEGIES

Terminology

Bilingual learners: all children who have access to more than one language at home or at school. It does not necessarily imply full fluency in both or all languages. (Aiming High: Raising the Achievement of Minority Ethnic Pupils, April 2004 DfES)

Bilingual strategies: strategies for teaching and learning which enable pupils to use their first language for learning. Schools are encouraged to explore and develop a wide range of these strategies to access the curriculum and acquire English as an additional language. IT will support schools in using the greatest resource a child brings to school.

Rationale for use of bilingual strategies

Research has established that affording bilingual children the opportunity to continue to use their first language alongside English in school for as long as possible and for cognitively demanding tasks will support the academic achievement of the child and the development of an additional language. (Collier, Cummins)

The Primary National Strategy, through the EAL Pilot, will emphasise that bilingualism is an asset. There is considerable evidence that bilingualism can benefit overall intellectual progress where both languages continue to develop and where children feel they are **adding** English to their language repertoire. How children feel about their languages and, more importantly, what they believe to be the attitude of their teachers to their languages, is hugely significant.

Research has also established that children need the opportunity to hear and to use extended stretches of language with each other and with more expert speakers if concept development is to occur (Jacobson), so it is important that first language is not used only when communication has broken down, or just to interpret the occasional difficult word. It is sound educational practice to build on what children know and can do and, when this is applied to the design and delivery of bilingual strategies, this means moving from the strongest language into English.

Bilingual strategies include:

- Explicit celebration of linguistic diversity through
 - Classroom examples of script in community languages, including dual text books, serve a range of important purposes including sending positive messages to children that their languages are valued and this is an important part of supportive conditions for learning for bilingual pupils
 - Acknowledging and encouraging social use of all the languages in the school by adults and children
 - Recognising that it is important for pupils to feel proud of their linguistic heritage
- Appropriately planned use of first language for teaching before, during and after lessons. If this involves bilingual additional adults, they must be active partners in planning and preparation.
 - Pre-teaching or preparation in the first language provides a supportive context for children learning English as an additional language. It is easier to learn a new label for a concept that has already been developed in the first language than it is to learn new concepts in a new language when children will have few 'hooks' to hang their new learning on. Children who know they are going to hear a teaching input interpreted into their first language will listen with much less attention than they would if they had been provided with a context for that input in advance of the lesson. Support from a bilingual adult is very much more supportive of the child's developing English when organised in this way
 - Appropriate interventions during teaching which enable children to contribute to class discussion or provide opportunities for checking understanding
 - Guided work with small groups where discussion in the first language develops and consolidates learning
- Providing opportunities for pupils to work collaboratively (pairs, small independent groups) in shared first language
- Ensuring that children with existing literacy skills in their first language are encouraged to use these skills as tools for their learning
- Supporting parents and the wider community in understanding of how they can contribute to the children's progress by continuing the development of the first language
 - skills such as questioning, analysis and evaluation are important for learning in any language
 - continued use and learning of the first language in the community.

Although it is clear that having the opportunity to become literate in the first language powerfully supports the development of literacy in an additional language, bilingual strategies in the EAL Pilot will not include teaching children to read or write in their first language. It would be considered good practice by the Primary National Strategy for schools with significant numbers of bilingual pupils to afford them the opportunity to develop literacy in their community language through the National Languages Strategy. The EAL Pilot will promote the bilingual strategies listed above to raise the attainment and achievement of advanced bilingual learners

References

Collier V.P. and Thomas W.P. (1988)

Acquisition of cognitive-academic second language proficiency: A six year study.

Collier V.P. (1989)

How long? A synthesis of research on academic achievement in second language.

Cummins J. (1986)

Language proficiency and academic achievement.

In J. Cummins and M. Swain, **Bilingualism in Education**, Longman

Jacobson R. (1990)

Allocating two languages as a key feature of a bilingual methodology.

In Jacobson R. and C. Faltis (Eds) **Language distribution issues in bilingual schooling**

Handout 8

Extract from *The assessment of pupils' learning English as an additional language*, Key Stage 3 Strategy 2003, page 13

Section 6: Ten key points to inform practice

'Overall, the purpose of assessment is to improve standards, not merely to measure them.'
(Ofsted 1998)

There are ten key points for schools, departments and individual teachers to bear in mind when developing assessment systems for pupils learning English as an additional language at Key Stage 3:

- 1 Analyse and use Key Stage 2 data effectively; this will reduce the need for further assessment of pupil attainment at the start of Year 7.
- 2 Gather and record a range of background data and evidence which can be interrogated to monitor the attainment of specific groups of pupils, for example, new arrivals or advanced bilingual learners.
- 3 Use the data available to formulate challenging targets for all pupils learning EAL (group and individual targets, where appropriate).
- 4 Include EAL learners in regular review of targets and ongoing assessment of their learning during lessons.
- 5 Create a forum for setting and sharing these targets with pupils, ensuring that they understand what they will need to do to achieve them.
- 6 Ensure that existing school/department assessment systems are clear, manageable and consistently applied by all teachers across the curriculum.
- 7 Align assessment systems for EAL learners with that of the rest of the Key Stage to ensure that continuity and progression is maintained for this group of pupils.

- 8 Encourage all departments/teachers to implement regular assessment for learning and assessment practices that **immediately** inform planning and teaching.
- 9 Update school, class and individual data regularly to ensure that progress is closely monitored and late entrants to the school are appropriately supported and targeted.
- 10 Analyse and use end-of-year summative test information to inform the following year's teaching and planning.

Key Stage 3 National Strategy –

The assessment of pupils learning English as an additional language

© Crown copyright 2003

[BACK TO
CONTENTS](#)

Case studies

Year 2	Salem	1
Year 2	Anuman	15
Year 3	Ezabella	29
Year 3	Hikmet	43
Year 5	Chand	55
Year 7	Tara	67
Year 7	Talap	83
Year 10	Khalidur	95
Year 10	Nabina	109



[Click here to access slides of the writing samples and transcripts from this case study \(Year 2: Salem\)](#)

CASE STUDY

Year 2

Salem



BACKGROUND

Salem was born in the UK. His family, originally from Pakistan, have lived here for over sixteen years. Other members of the extended family live locally. Salem is the youngest of three children with an older brother and sister. His first language is Urdu and both Urdu and English are spoken at home. His parents said that he started speaking later than his siblings but his Urdu was average for his age at the time of the assessments. He attended pre-school and had two extended trips to Pakistan in the three years before these tasks.

Salem was six years and six months old at the time of assessment in Year 2.

SPEAKING AND LISTENING

Context (*Transcript 1*)

The class were about to study the topic of animals, their homes and growth. To begin with, the teacher wanted to find out the child's level of knowledge about animals and their homes or habitats. The teacher was using a book which was largely based on British animals and their habitats. This extract relates to where a fox lives.

Questions to consider

- How does Salem use his knowledge of vocabulary to help convey meaning?
- How effectively does Salem control tenses and use these accurately?
- What are the strengths and weaknesses in his development of spoken language?

TRANSCRIPT 1 – HABITATS

T	Where do these creatures live?
S	They live in a jungle
C	No they live in a hole in the ground
S	Fox live in ...
C	Fox live, fox live in the hole, in the hole ground
S	No, no they don't. They live in the tree thing
C	No, no er ...
S	They go outside at night and they live there
C	They live in a hole
S	No they don't sleep in holes. They sleep in trees cos me and my Dad went somebody's house, my Dad friend, and my Dad and me and my dad and when we going my Dad saw a fox and it was just like coming out and I didn't see it, was too dark. So I started knock like a branch, like you know like that branch like that, it was like coming inside it was coming outside.
T	So was it on the tree or on the ground?
S	On the ground, in the tree

In the transcript:

T = teacher

S = Salem

C = another child present

Commentary

Salem is able to convey meaning through his talk despite some grammatical omissions (inflexions, prepositions). He speaks in grammatically sound phrases using a range of verb tenses accurately (past, present simple and continuous). There may be some confusion, in terms of vocabulary as the creature he is talking about seems more like a squirrel than a fox. He demonstrates that he can speak audibly and with conviction. He is able to respond appropriately to his teacher and classmate and he is beginning to develop connected utterances to express a sequence of events.

READING

Context (*Transcript 2*)

Salem had changed his book two days before this activity. He takes his book home but does not read regularly at home. He recently gained more confidence in his reading because he was familiar with most of the words in the books in his current reading scheme.

Questions to consider

- What does Salem bring to his reading from everyday experiences?
- What specific reading strategies does Salem use for gaining meaning from words and sentences?
- How does Salem's reading suggest links with oral language?

TRANSCRIPT 2 – READING ACTIVITY ROB’S CATERPILLAR FROM THE NEW WAY SERIES

T	You're going to read ...
S	<i>Rob's caterpillar. I have found a caterpillar said Rob I am going to put it in this box. Won't show you that last bit then. 'Let's give it some food' said Kim. 'Let let Lets give it t-h-i-s...</i>
T	<i>This</i>
S	<i>This pl ... , leaf</i>
T	<i>Pl ... plant</i> Can you see the plants?
S	That looks like a leaf
T	Yes it does doesn't it!
S	<i>'Let's make some holes in the l ... lid with this pin' said Rob. The, the next day, the ... there</i>
T	Almost <i>'there; 'they'</i>
S	<i>They looked in the box. 'Look at it now' said Kim. 'It is big and fat'. It looks different</i>
T	Why is it big and fat?
S	Cos they put, say it again 'le ...
T	Eat leaves
S	<i>The next day they looked in the box. 'Look at it now' said Rob. 'Oh it is sleeping in there' said Rob's mum. We, no will, go a ... a-w ...</i>
T	<i>Away</i>
S	<i>Away and let it sleep. That says 'sleep'. They look in the box. 'Look at it now' said Kim. 'Look at it Rob'</i>
T	What is it?

In the transcript:

T = teacher

S = Salem

Actual reading in italics

S	A butterfly
T	Why did they have to let it go?
S	That's why it was turned in butterfly so you can't keep it in house. I haven't got a butterfly but I do have ants in my house. There's this little hole and when you drop juice or like coke they will come out and they will like it and we just get this spray and then they will go

Commentary

Salem had read this book before and so the topic was not entirely new to him. He responds well to the content, relating what he has read to everyday experience. He shows an ability to establish meaning with support. In his use of letters, sounds and words, with the occasional prompt, he shows that he can apply his word skills to make sense of the text. He is able to read aloud audibly and with expression.

WRITING

Context (*Sample 1*)

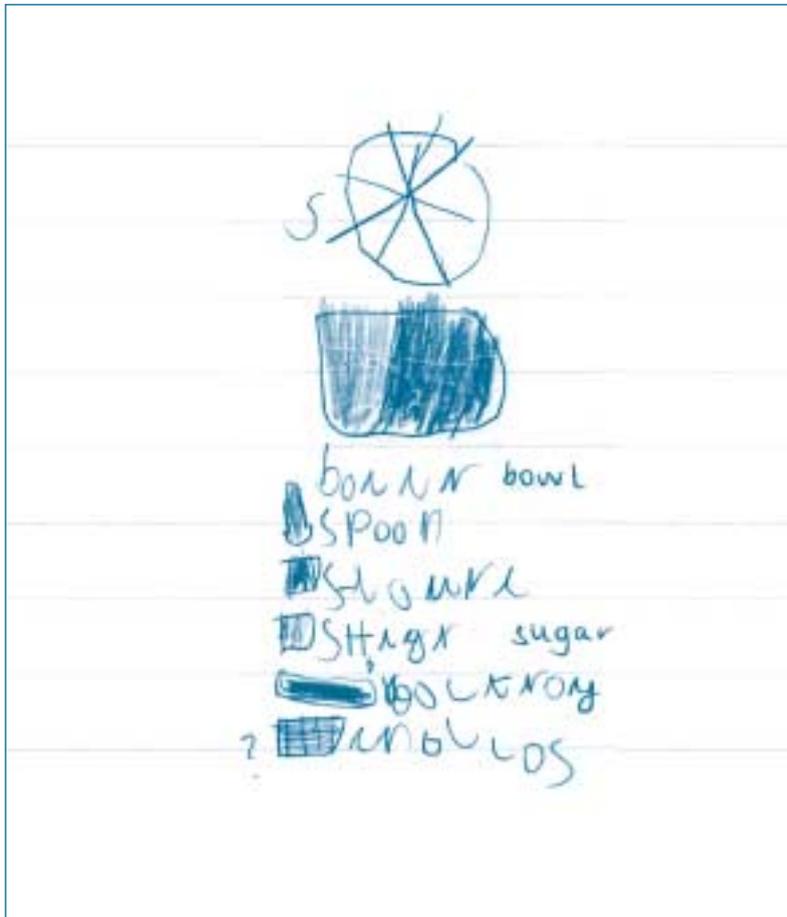
The first sample of writing represents Salem's work three months before the main assessments. It relates to text level work (presentational features). The class had made cakes during the week and were now going to write about what they did. Salem's group was asked to write down a list of all the things they needed, ingredients and materials. They were asked to draw and label them. Salem did the work mostly unaided although the teacher did come round and ask him about his list and if he used anything else.

Some of the words were available on the table but Salem used only 'flour', copied incorrectly. When he had finished he went to the teacher and told her what he had written – bowl, spoon, flour, sugar and baking tray. He was unable to say what the last item was.

Questions to consider

- In what ways does Salem's writing build on, or contrast with, his use of spoken language?
- How is Salem beginning to show some knowledge of English sentence division?

WRITING SAMPLE 1 – LIST FOR COOKING



Commentary

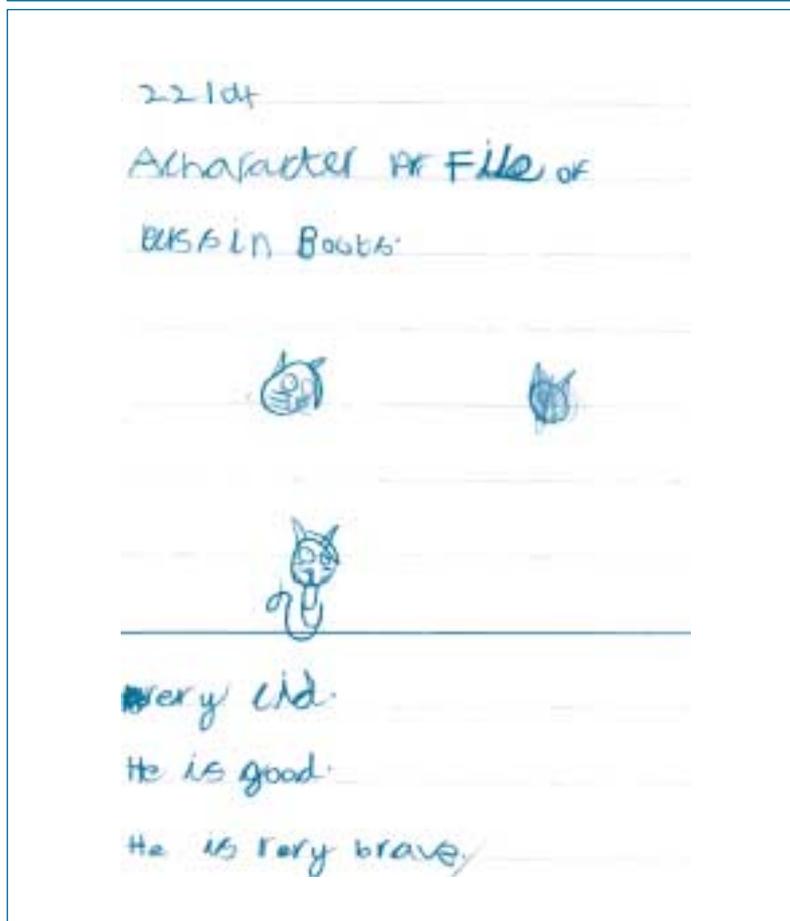
Salem has produced work incorporating words and attempts at pictures. His writing was mainly intelligible to himself and a familiar reader apart from the final word. He has copied some words and shows some knowledge of sound-symbol correspondence, including consonant clusters, in his attempts at others.

Context (Sample 2)

The Big Book *Puss in Boots* had been read during the week. At the beginning of this session, the teacher asked the class to think about the main character and words to describe him, relating to text-level work on writing character profiles. The whole class made a list of adjectives together and these were then rubbed from the board, before the children wrote about Puss.

Salem's group was asked to draw Puss and write down some adjectives to describe his character. Salem decided to write some sentences. He may have listened to other children in the group, gaining help with spellings.

WRITING SAMPLE 2 – A CHARACTER PROFILE OF PUSS IN BOOTS



Commentary

This work shows that Salem was able to write three simple sentences, two of which he wrote using capital letters and full stops correctly, accurate spelling of some high frequency words and in legible handwriting. The first sentence includes an attempt at the word 'kind' in which he identifies a plausible initial letter and the final consonant.

Context (*Sample 3*)

This piece of work was done three months before the speaking and reading transcripts and relates to text-level work in non-fiction for Year 2. During the week the class had talked about a Jewish festival and were shown a picture of a Sukkot which they then made. The class brainstormed what materials they should use and this list was written on the board. The teacher then modelled how to write the text using the children's ideas. This was rubbed out. The children then went to their groups and had to copy the title and date and write their account of how to make a Sukkot. Salem decided what to write first, then he sounded out the words as he wrote them.

He copied 'we need' and 'leaves' in sentence three. Three other words had been written on the board by the teacher: grass, bottom and glued.

WRITING SAMPLE 3 – MAKING A SUKKOT

2-3-03 How to ^{to} Make a SUKKOT

We Need

knives

Wood

~~8~~ grass

and

box

1. We cut the box.

2. We put the knives at the
~~8~~ ^{bottom} of the box.

3. We put the lid on the
top.

4. ~~8~~ ^{we} glued the grass to the
top.

Commentary

Salem has produced a few simple sentences or phrases conveying meaning, using full stops and capital letters. Some letters are correctly shaped but inconsistent in size. He shows knowledge of letter sounds with some support. He also shows a developing grammatical awareness in the use of the past tense.

PRESENTER'S SUMMARY

Salem Year 2

Speaking and listening

Salem can:

- convey meaning through talk
- respond appropriately to his classmate and teacher
- produce extended utterances at times
- speak audibly and with conviction
- produce simple accurate sentences at times
- use the past tense to describe past events
- use the present tense to make generalisations
- participate in a small group discussion.

He needs to develop:

- regular grammatical patterns
- knowledge about word endings such as plurals
- clarity in describing a sequence of events
- more consistency in use of tenses.

These features indicate performance at **Level 1 Threshold**.

Reading

Salem can:

- respond well to content
- establish meaning with support
- read letters, sounds and words with occasional prompts
- apply his word level skills in shared reading
- read aloud with expression and intonation
- ask for support in vocabulary extension
- engage with the text and express his own views
- use illustrations
- read familiar text mainly accurately.

He needs to develop:

- phonic skills
- recognition of high frequency words
- grammatical accuracy in use of tenses when comparing his own experience to story settings
- word level skills to apply when reading less familiar texts.

These features indicate performance at **Level 1 Secure**.

Writing

Salem can:

- produce some simple sentences or phrases conveying meaning
- use full stops and capital letters
- demonstrate knowledge of some letter sounds (for example initial and final sounds and some consonant clusters)
- spell some high-frequency words accurately
- write some correctly shaped letters
- attempt to join some letters
- use the past tense appropriately with support.

He needs to develop:

- letters of consistent size
- knowledge of the basic handwriting joins
- consistency in use of full stops and capitals
- independence in writing simple sentences.

These features indicate performance at **Level 1 Threshold**.





[Click here to access slides of the writing samples and transcripts from this case study \(Year 2: Anuman\)](#)

CASE STUDY

Year 2

Anuman



BACKGROUND

Anuman arrived in the UK from Thailand. He joined his current school in Year 1. Anuman's mother is Thai and his father is English. He speaks English most of the time at home, but his mother continues to speak to him in Thai. With another Thai speaker in his class, Anuman also tends to speak English.

Anuman was seven years old at the time of the following assessments in Year 2.

SPEAKING AND LISTENING

Context (*Transcript 1*)

The class were about to study the topic of animals, their homes and growth. The teacher wanted to find out about the child's level of knowledge about animals and their homes or habitats. The teacher was using a book which was largely based on British animals.

Questions to consider

- How does Anuman use his knowledge of vocabulary to help him convey meaning?
- How effectively does Anuman control tenses and use these accurately?
- What are the strengths and weaknesses in his development of spoken language?

TRANSCRIPT 1 – HABITATS

T	Can you try and tell me about some of the places where you think animals live?
C	Err ... the jungle
T	Which animals do you think live in the jungle?
C	Elephant, giraffe, pig, lion, squirrels, trees?
T	Okay what about you (indicating target child)
A	Umm trees, monkeys, birds ... (prompted by another child) a peacock?
T	That's an interesting one
C	A peacock, a peacock?
T	What's a peacock? Can you tell ...
A	A bird, a bird, a peacock
T	What's special about a peacock? Can you tell us about it?
A	Er ... er ... a pea ... a peacock have sharp ... sharp ... sharp nails er ... beaks beaks sharp beaks
T	A sharp beak. Anything else about a peacock you know?
A	Er ... er ... er ... They got something with different colour, is it green, green yeah
T	Yes it has green on its throat, hasn't it? Do you know anything about its tail?
A	A tail, it went like that (demonstrates)

In the transcript:

T = teacher

A = Anuman

C = another child present

Commentary

Anuman shows that he can repeat words modelled either by another child or the teacher. He has some control of word order and his speech is intelligible. He uses gesture to demonstrate his meaning, especially in the use of longer, grammatically incomplete, utterances. In his understanding, Anuman shows that he can listen and respond to his teacher with the support of illustrations.

READING

Context (*Transcript 2*)

Anuman changed his book two days before the activity. He enjoys reading and reads at home to his family. He has recently made good progress in his reading and demonstrates that he is beginning to use initial sounds.

He was reading *New trainers* with his teacher on a one to one basis.

Questions to consider

- What does Anuman bring to his reading from everyday experiences?
- What specific reading strategies does Anuman use for gaining meaning from words and sentences?
- How does Anuman's reading suggest links with oral language?

**TRANSCRIPT 2 – READING ACTIVITY ‘NEW TRAINERS’
FROM THE OXFORD READING TREE**

T	What's your book called?
A	<i>New trainers. Kip wanted new trainers. He liked this pair. Chip w ...</i>
T	<i>Wo ...</i>
A	<i>Wore the new trainers. Chip want to play</i>
T	He went to play, didn't he?
A	<i>The trainers got muddy. The trainers got wet. Oh dear, that man again</i>
T	It's that man again
A	<i>Dad was cross. Is that man again, Chip wanted, no Chip washed the trainers. Oh no</i>
T	What did dad do there?
A	He run over the cement
T	And what was the problem with the cement?
A	It's wet
T	So what's happened to his shoes?
A	It's gone ... it'll gone dry
T	What's going to happen to the cement? What are you going to see?
A	Footprints
T	What do you think he's going to do?
A	Clean his shoes?

In the transcript:

T = teacher

A = Anuman

Actual reading in italics

T	What happens if he doesn't clean his shoes?
A	Get dry, couldn't get out
T	What's wrong with his trainers?
A	Broken, now. Get a new one. I know why cos he play friend in the muddy

Commentary

Anuman is familiar with most of the words in the text. He responds well to the story and the characters and is able to use the pictures to help him in his understanding. He self-corrects at one point. He also reads aloud with appropriate intonation and expression.

In this exchange, Anuman surprised his teacher by using the word 'cement'. He shows that he is able to convey meaning through his talk even though his speech is sometimes grammatically incomplete. He demonstrates that he understands questions posed in different tenses but has difficulty formulating his responses which corresponds to the same pattern. He understands his teacher's comments and responds appropriately.

WRITING

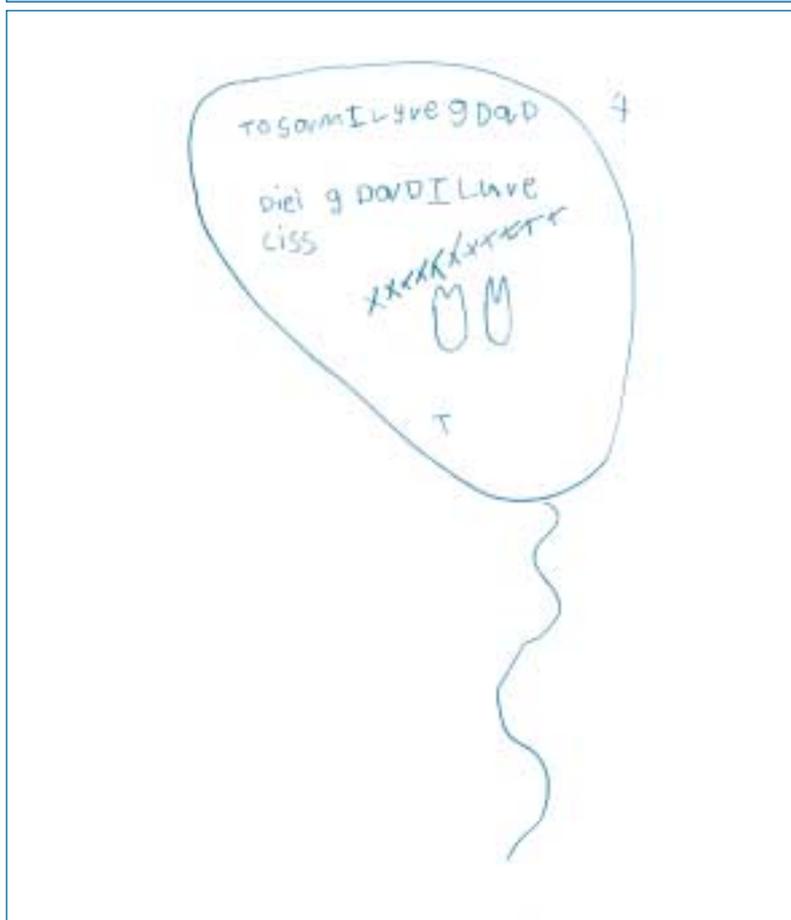
Context (*Sample 1*)

The children listened to the story *A balloon for grandad* and were asked to write a message to Grandad on their balloon. This work was unsupported but Anuman did look at other children's work and used some of their ideas. His text reads 'To Sam, I love Grandad, dear Grandad I love, kiss'. Anuman has copied the spelling of 'dear' from another child, and used that child's idea of putting 'kiss' although Anuman changed the spelling to 'ciss'.

Questions to consider

- In what ways does Anuman's writing build on, or contrast with, his use of spoken language?
- To what extent is Anuman's writing intelligible to himself and others?

WRITING SAMPLE 1 – A BALLOON FOR GRANDAD

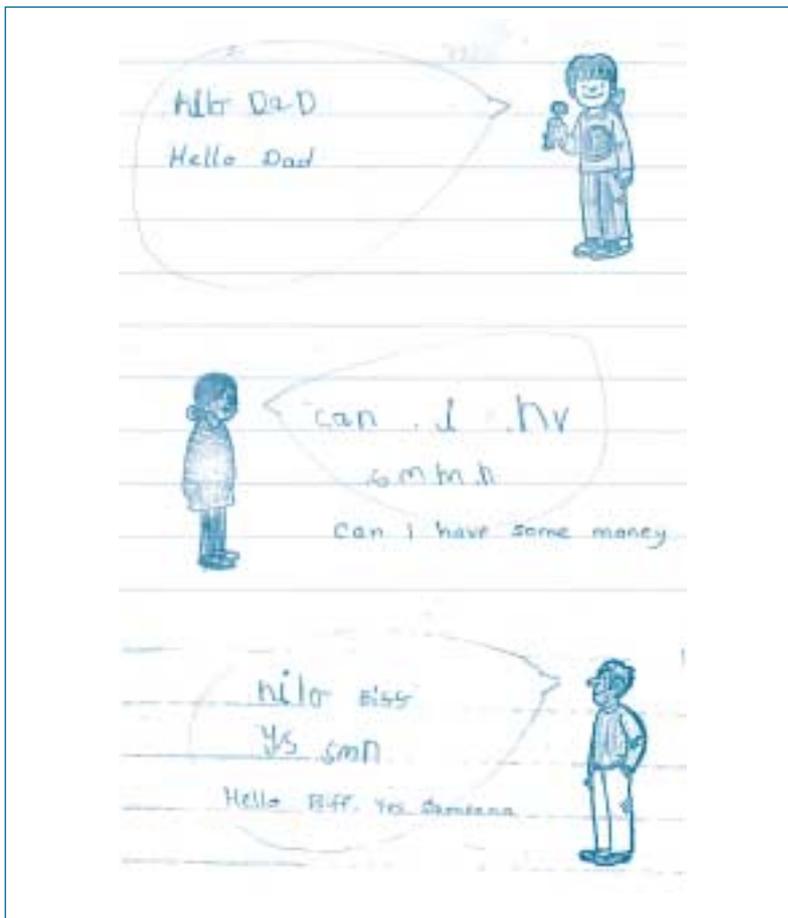
**Commentary**

Anuman has expressed a simple message in writing. He shows some knowledge of initial letter sounds and consistency in his invented spellings ('gdad'). His work is intelligible to a familiar reader.

Context (Sample 2)

During the week, the class had been talking about speech bubbles relating to sentence-level work in Year 2 Literacy Strategy. Anuman's group had characters from their reading scheme reproduced in their books. The group discussed what the characters might be saying, and Anuman seems to have remembered some of these ideas. He was able to speak the sentence he was going to write and then tried to sound out the words with the teacher supporting by repeating the words for him.

WRITING SAMPLE 2 – SPEECH BUBBLES



Commentary

Again Anuman has attempted to express his meaning in writing and some of this is intelligible with well-formed letters. He shows some knowledge of sound symbol correspondence.

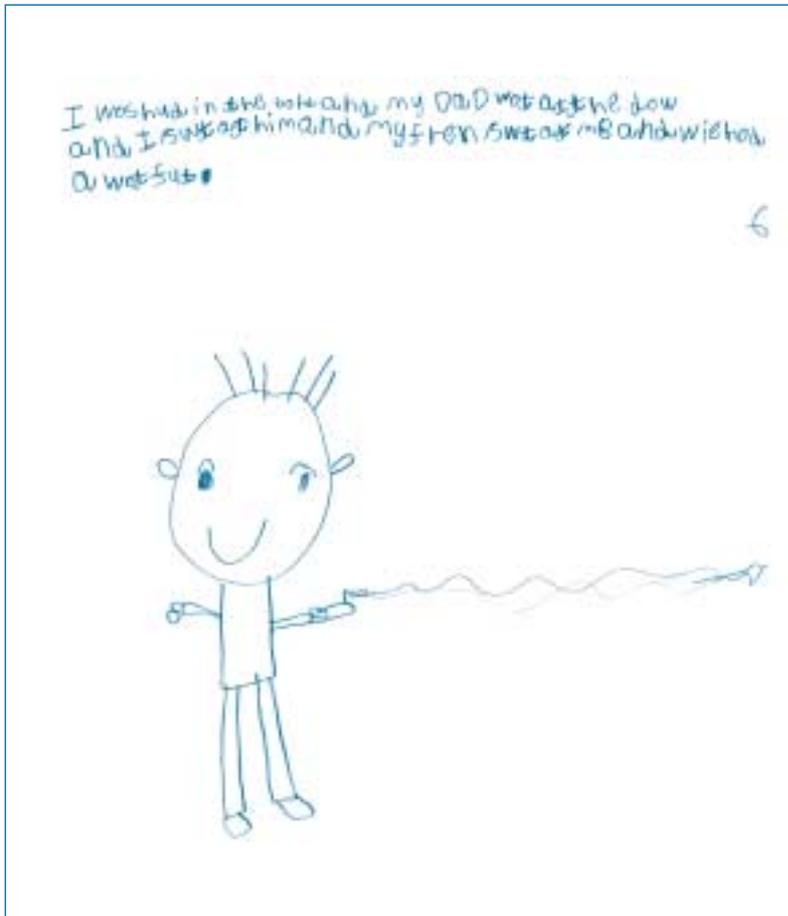
Context (Sample 3)

Anuman read his current reading book about a water fight, then talked about his own experience of a water fight with his friend and his father. He wrote about this experience, in response to the year 2 text-level objectives.

The text reads as:

I was hiding in the bush and my Dad walked out the door and I squirt at him and my friend squirt at me and we had a water fight.

WRITING SAMPLE 3 – INDEPENDENT WRITING ABOUT A WATER FIGHT



Commentary

Anuman completed a piece of work with text and a picture. Although his writing is mainly only intelligible to himself and a familiar reader, it shows control over word order, conveying some meaning. His letters are fairly consistent in size. He has produced some recognisable words and has correctly spelt some words from the National Primary Strategy high-frequency list, identifying some initial and final sounds but omitting some word endings. He was prompted to add the full stop at the end of the text. Overall, this slightly later piece of work by Anuman shows good progress in his writing.

PRESENTER'S SUMMARY

Anuman Year 2

Speaking and listening

Anuman can:

- copy talk that has been modelled by another child or the teacher
- control word order some of the time
- speak intelligibly and audibly
- use gesture to demonstrate meaning
- listen and respond to the teacher with the support of illustrations
- participate in a small group discussion
- respond to questions using different tenses
- use appropriate word endings some of the time such as plural 's'.

He needs to develop:

- grammatically complete utterances
- extend utterances in both familiar and less familiar contexts.

These features indicate performance at **Level 1 Threshold**.

Reading

Anuman can:

- respond well to a story and characters
- use pictures to help with understanding
- engage with text and express his own views about stories, eg predict story endings and Identify characters
- self-correct some of the time
- apply his word-level skills in shared reading
- read aloud with intonation and expression.

He needs to develop:

- accuracy in the use of the past tense for narration
- formulate responses drawing on questions asked.

These features indicate performance at **Level 1 Threshold**.

Writing

Anuman can:

- express meaning in writing for himself and a familiar reader
- make use of other children's ideas
- demonstrate knowledge of letter sounds
- identify initial and final sounds, and some common consonant-clusters
- spell some words from the high frequency list
- construct some simple sentences
- form many letters correctly.

He needs to develop:

- knowledge of cvc words, in particular vowel sounds
- basic handwriting joins and spacing between words
- use of word endings such as 'ing'
- accuracy in the use of past tenses in narration.

These features indicate performance at **Step 2**.





Click here to access slides of the writing samples and transcripts from this case study (*Year 3: Ezabella*)

CASE STUDY

Year 3

Ezabella



BACKGROUND

Ezabella arrived from Southern India during the autumn term of Year 3, when she enrolled at her local primary school. She had previously attended school in India from the age of five. She is fully literate in her first language, Malayalam, but had few books available to her in her first language at the time of the assessments.

She was taught English from the time she first attended school in India and used the Oxford Reading Tree to band 7, also acquiring some knowledge of nursery rhymes. As a fairly independent child, she quickly became familiar with school routines in England.

Ezabella is very attentive in class and listens carefully to her teachers. She enjoys interacting with children and adults. Her previous school certified that her performance and conduct were good.

Ezabella's assessment took place three months after her arrival in the UK.

SPEAKING AND LISTENING

Context (*Transcript 1*)

The following transcript relates to work in class about skeletons and the functions of bone and muscle. Ezabella and her teacher refer to a page from her science book which also includes some pictures.

Questions to consider

- In what ways does Ezabella strive to construct longer turns in talk?
- Which grammatical features are secure and which need developing in Ezabella's speaking and listening?
- What skills does Ezabella show as a listener?

TRANSCRIPT 1 – SKELETONS

T	Tell me who has skeletons?
E	Animals
T	Animals have skeletons
E	And we ...
T	And we have skeletons and what does a skeleton help us to do?
E	Move
T	Helps us to move and it's a bit like this big tall ... (referring to picture)
E	Building
T	Big tall building. Have you any idea how many bones you have in your skeleton?
E	I think, I think one hundred and five bones
T	And tell me what else do bones do?
E	Bones do move
T	They help me to move. Ok what's this girl doing?
E	It's dancing
T	Yes she's a ballet dancer, isn't she. What about this spider here? Does the spider have a skeleton?
E	Yes
T	Where would you find it?
E	In

In the transcript:

T = teacher

E = Ezabella

Commentary

This transcript shows Ezabella speaking mainly in single words or phrases. However, she also shows some control of word order in her longer utterances and her pronunciation is clear and audible. She shows some confusion between third person *it/she*. The extract shows that Ezabella can understand her teacher and respond appropriately. Clearly she needs the support of the illustrations. Although mistaken about the number of bones in the skeleton, she is prepared to have a guess. She may or may not know where the skeleton of the spider is, but she cannot find words to express this.

Context (*Transcript 2*)

Here Ezabella recaps her recent class work to her teacher on the topic of the Romans. The class had found out what the Roman soldiers wore and looked at Roman mosaics as large pictures made up of tiny tiles. The children had made some of their own mosaics in class.

TRANSCRIPT 2 – ROMANS

T	Why are we learning about the Romans?
E	Make, making some mosaics very nice ... , making some, making some mosaics very nice, making some ...
T	Right. What are mosaics exactly?
E	That means some pictures
T	Are they big pictures or small pictures?
E	Big pictures
T	What did the Romans wear?
E	Um ...
T	How would you know it was a Roman soldier?
E	Soldier ...
T	How would you know he was a soldier if you saw him?
E	Because he is wearing some mmm ...
T	Show us with your hands. Wearing?
E	Wearing ...
T	A shield?
E	Shield
T	What about his head?
E	Helmet
T	He'd have a helmet on his head, wouldn't he. Good and what did he fight with?
E	Fight with mmm ...
T	What would he use? As a soldier if he had to go into battle with someone, did he have any weapons?
E	A knife

In the transcript:

T = teacher

E = Ezabella

Commentary

Ezabella repeats some words that have been modelled for her as a way of responding to the questions she is being asked. She remembers some of the vocabulary relevant to this topic and can pronounce words clearly. Although she responds mainly in single words or short phrases, she does use one or two longer phrases, making attempts at sentences. Ezabella struggles to understand some of the questions she is asked but she does answer appropriately at times.

READING

Context (*Transcript 3*)

Ezabella was given an unpunctuated story sheet which she had to complete by adding full stops and capital letters in the appropriate places. She did this successfully and then read the story to her teacher.

Questions to consider

- What reading strategies does Ezabella show in her reading at:
 - word level?
 - sentence level?
 - text level?
- How does she make use of knowledge of context?

TRANSCRIPT 3 – STORY SHEET

E	<i>At the bottom of the garden Janet's father had a shed. He kept his gardening tools in there Janet ... Janet was not allowed to go in the shed. One day she heard a <u>noisy</u> from the shed. She went down the bottom of the garden and looked <u>out</u> the window</i>
T	What's that word?
E	<i>though, thout</i>
T	'through' the window
E	<i>through the window. She could not see anything. She pushed open the door. It was very dark inside. A spider had spun a web. A mouse ran for safety. Janet star ... <u>stared</u> at the mouse. It was not a tiny mouse. It was a size of a cat</i>
T	The size of a cat?
E	<i>Yeah! It sat up the <u>stare</u> back at her</i>
T	It sat up and stared back at her?
E	In the, in there, fourteen full stops!
T	Who is this girl in the picture do you think?
E	I think Janet
T	What does Janet look like?
E	(hesitates) She open the window
T	Do you have a shed at home?
E	Yeah in India in the shed in the car in India

In the transcript:

T = teacher

E = Ezabella

Ezabella's reading in italics
with incorrectly read words
underlined

Commentary

Ezabella was familiar with the content of this story. She reads audibly, with expression and with clear pronunciation. She responds to the ideas in the text, relating it to her own experience. She is able to read a range of familiar words and uses her knowledge of letters and sounds to establish meaning. She also demonstrates that she is developing her grammatical awareness as she uses a grammatically plausible alternative to the word 'through'.

In her speaking and listening in this extract, Ezabella is able to respond to comments but not always appropriately. She conveys meaning in her speech although this is sometimes grammatically incomplete.

WRITING

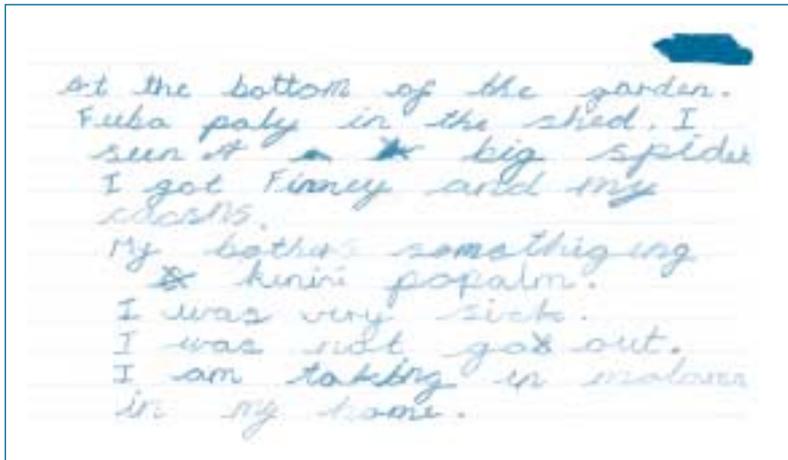
Context (*Sample 1*)

Ezabella was asked to write a story about herself, using the words and ideas in a Read Aloud story used in class. This relates to the Year 3 Threshold 2 text-level objectives about substituting characters and settings. She was asked to write using pronoun 'she' or to write about a little girl called Ezabella. She copied the first words off a sheet, 'At the bottom of the garden', then developed her own story.

Questions to consider

- How are grammatical features, such as consistent use of tenses, developing in Ezabella's writing?
- To what extent are the spelling errors in Ezabella's writing phonetically plausible?
- What knowledge of whole-text structure does Ezabella demonstrate in her writing?

WRITING SAMPLE 1 – 'AT THE BOTTOM OF THE GARDEN'



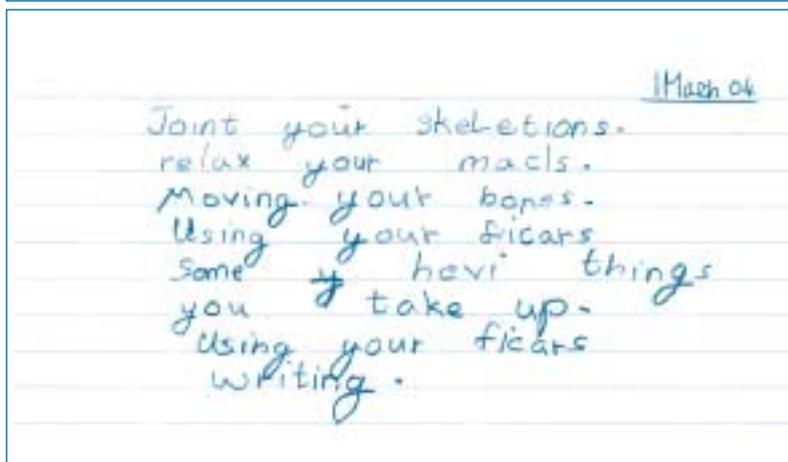
Commentary

Ezabella uses recognisable words, most of which are high-frequency. Most of her letters are well formed and she demonstrates her understanding of the basic handwriting joins. She has attempted to sound out unfamiliar words, identifying plausible initial and final sounds. She sometimes uses sentences, with some use of full stops and capital letters. Some of her sentences show grammatical irregularities including inconsistency with tenses.

Context (Sample 2)

Ezabella's next piece of writing is about skeletons, linked to text-level work in non-fiction, exploring ways of writing about ideas. She was required to answer some questions from her science book relating to the functions of bones and muscles. She completed this without support other than the page of her science book which contained some of the vocabulary she needed, plus illustrations.

WRITING SAMPLE 2 – SKELETONS



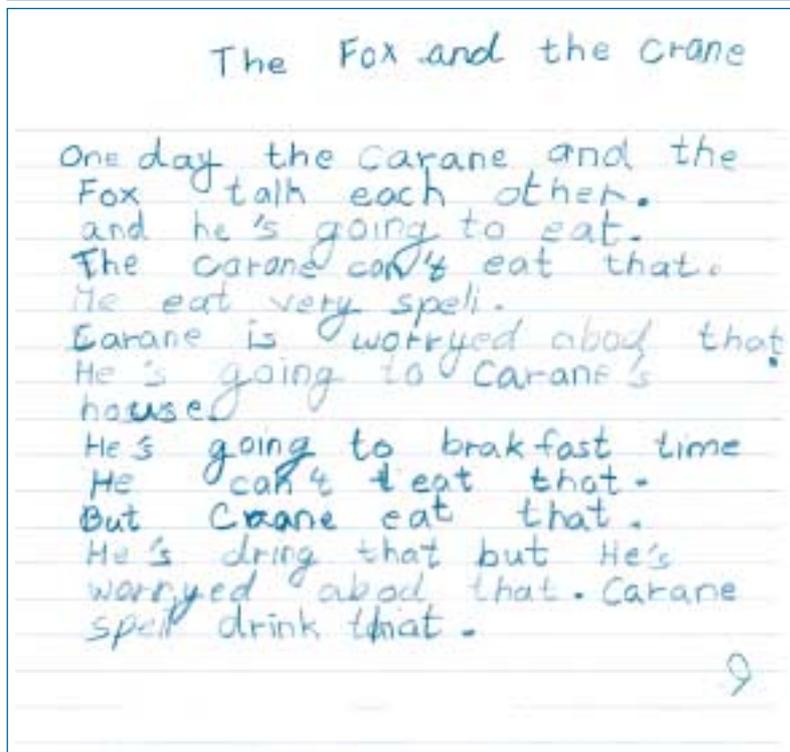
Commentary

Ezabella's writing conveys meaning in the context of the science activity. She was not required to write sentences in this case and most of her phrases are grammatically plausible. However, there are no connections between the individual statements. She has evidently considered her use of full stops and capitals. Her handwriting is clear and consistent but with little attempt at joining. She also shows that she is aware of 's' to indicate a plural.

Context (Sample 3)

Ezabella's class had been reading stories from other cultures. The class had looked at this story as an example of a fable and they were asked to identify a typical story theme. They also considered character and behaviour. Later, Ezabella's group talked through the story with the teacher using a series of pictures as a prompt. Ezabella then wrote the story unaided.

WRITING SAMPLE 3 – THE FOX AND THE CRANE



Commentary

Ezabella has written a series of phrases and sentences, using full stops and capital letters, somewhat inconsistently. Some grammatical patterns are irregular, particularly her use of tenses. Spelling is often accurate or phonetically plausible with some use of high-frequency words. Letter shapes are generally clear. However, the sense of these discrete units is not always clear, partly because the writing works as captions to pictures rather than stand-alone text.

PRESENTER'S SUMMARY

Ezabella Year 3

Listening and speaking

Ezabella can:

- understand her teacher and respond appropriately with the use of illustrations
- use single words and phrases in her responses
- control word order in longer utterances some of the time
- pronounce words and phrases clearly and audibly
- understand questions posed in a number of tenses.

She needs to develop:

- listening and responding without support of illustrations
- understanding of the differences in the third person
- more awareness of the grammatical function-words that connect ideas.

On balance, Ezabella was assessed as **Step 2** for listening and **Level 1 Threshold** for speaking.

Reading

Ezabella can:

- read aloud audibly and with expression
- respond to ideas within texts and relate these to own experiences
- read a range of familiar words, using knowledge of letters and sounds to establish meaning of unfamiliar words
- sometimes apply her understanding of grammar to find the meaning of an unfamiliar word.

She needs to develop:

- grammatical knowledge such as range of tenses and differences between verbs and nouns.

On balance, Ezabella's reading was assessed as **Level 1**.

Writing

Ezabella can:

- use recognisable words and letters in her texts
- convey meaning in her writing
- form most of her letters accurately
- sometimes use full stops and capital letters accurately
- write a number of high frequency Key Stage 1 words
- reproduce simple story openings.

She needs to develop:

- an understanding of how whole texts are shaped
- regular grammatical patterns to mark different tenses
- consistency in handwriting eg the four basic handwriting joins
- accuracy in use of full stops and capital letters
- greater range of descriptive vocabulary.

Ezabella's writing was assessed at **Level 1 Secure**.





Click here to access slides of the writing samples and transcripts from this case study (*Year 3: Hikmet*)

CASE STUDY

Year 3

Hikmet



BACKGROUND

Hikmet is a 7-year-old pupil in Year 3. He was born in Turkey but moved to England with his family during the second term of his Reception year. His mother is English (but speaks Turkish fluently) and his father is Turkish. Annual visits to Turkey and the availability of Turkish medium television provide regular access to Hikmet's first language.

At the end of Key Stage 1, Hikmet was assessed as Level 2 for speaking, listening, reading and writing. This case study shows where he has made progress and indicates areas for further work.

SPEAKING AND LISTENING

Context (*Transcript 1*)

Work during the literacy hour provided an opportunity to observe Hikmet in different speaking and listening contexts. The class teacher modelled a story start, eliciting ideas and suggestions from pupils. The independent task for Hikmet's group involved selecting and reading a range of story starts, commenting on their effectiveness and giving reasons.

Questions to consider

- In what ways does Hikmet strive to construct longer turns in talk?
- Which grammatical features are secure and which need developing in Hikmet's speaking and listening?
- What skills does Hikmet show as a listener?

TRANSCRIPT 1 – DISCUSSING STORY STARTS

T	Why do you think that makes a good story start? Does it make you think?
H	That <i>Wishing Chair</i> book makes me want to find out, makes me want to get into the book. I'm [reading] the <i>Wishing Chair</i> at the moment.
T	How about this book Hikmet. Why do you like that story start?
H	Well they all try to have, they all try to climb the highest stalk for the tree, but they still can't get it and they all start all arguing – 'I'm gonna get the cheese' and then some other big animals like foxes and turtles come.
B	No no no not turtles.
H	Oh I mean foxes. Foxes they come and they run ...
B	There's one more mouse and then,
H	Well I like this start because they all, then going ' <i>please, please can I get that cheese?</i> '
T	Ah! So they're all begging. Are you wondering what's going to happen next in the story?
H	Yeah because they might not, they might ...
A	You don't really know what's gonna come up afterwards.
H	Yeah because I wondered how they get that, all that cheese. Oh now I see. They're on a picnic place (long pause) and it's really good because some stories might be sad, and some might be good, and this one's a bit in between because, it like they're all trying to climb the highest thing.

In the following transcript of this task:

T = teacher

H = Hikmet

A and B = two other children present

Commentary

Hikmet can contribute ideas confidently, making use of visual support when the teacher asks a direct question. He listens to other pupils' suggestions, sometimes echoing or building on an idea in class and in a small group. On one occasion he relates an experience to his teacher about Turkey that links to the shared writing. The transcript shows that he contributes frequently in small group discussions and uses short, simple but mainly complete sentences. He is beginning to be aware that he may need to vary language for different situations, for example the need to use more formal language when talking to the teacher in a whole-class context.

SMALL GROUP DISCUSSION

Following on from the activity above, a small group of three pupils was asked to select stories from the bookshelf, read different examples of story starts and discuss whether they felt they were effective or not, giving reasons.

Commentary

In this informal, small group setting, Hikmet was a more confident and frequent contributor, and also listened carefully to others. He understood the instructions for the task and selected a book in which he identified and read the beginning. He found it more difficult, however, to pinpoint why he felt that it was effective.

T How about this story Hikmet? Why do you like this story start?

H Well they all try to have, they all try to climb the highest stalk for the tree, but they still can't get it and they all start all arguing.

Hikmet paraphrases the start of the story rather than expressing his opinion and giving a reason. However, in the context of a familiar and well-known story, he says:

H That Wishing Chair book makes me want to find out – makes me want to get into the book.

PLENARY (WHOLE CLASS)

During the final plenary of the lesson, groups of children were asked to feed back to the whole class.

Commentary

In this context, Hikmet was more inhibited and needed prompting.

T Which one (story start) would you choose?

H (Hikmet reads out a few sentences). I liked it because it was a bit funny.

Hikmet gave careful thought to his answer, which is in a complete sentence and more formal than when talking in the small group.

READING

Context (Texts 1, 2 and 3)

Hikmet selected two non-fiction books about India (a country studied by the class that term). He used the front covers as a basis for his choice, relating this to what he already knew about India. The text he chose was *The Ganges: Great Rivers Series* by Michael Polland. This was largely unfamiliar to Hikmet. He selected a very challenging text, but did not seem at all phased by these challenges.

Questions to consider

- What reading strategies does Hikmet show in his reading at:
 - word level?
 - sentence level?
 - text level?
- How does he make use of knowledge of context?

TEXT 1 – THE GANGES: GREAT RIVER SERIES BY MICHAEL POLLAND (EVANS)

Commentary

Hikmet can read with confidence and enthusiasm despite the fact that he needs to decode unfamiliar words quite frequently. He reads many high-frequency words from clues in context. He is able to add new words from the class work on India, (such as 'climate') to his sight vocabulary. In some cases Hikmet substitutes, but usually the words share initial sound, and are the same part of speech. For example he substitutes 'follows' for 'flows' in the sentence: 'The plain is between 300 and 400 kilometres wide and across it flows not only ...'. Hikmet sometimes splits words into syllables in order to read them, or recognise words within words eg *him* in 'Himalayas'. He is therefore using a range of strategies when approaching a text. Talk is an important aspect of reading and Hikmet frequently draws on personal experience to try and make sense of the text, referring to news reports he has seen on TV, what he has learnt in class and similarities or differences with life in Turkey.

TEXT 2 – A FLAVOUR OF INDIA, FOOD AND FESTIVALS SERIES (WAYLAND)

In this slightly easier text there is still unfamiliar vocabulary such as names of spices used in Indian food. Hikmet once again uses talk and his own experience (for example recognising saffron as a spice that is also used to flavour rice in Turkey) to make the text meaningful to him. He asks questions and builds upon the answers. Hikmet makes use of similar strategies when reading unfamiliar words – including his visual memory, for example, he substitutes a more familiar word which looks the same: 'spaces' for 'spices'.

TEXT 3 – THE ANGEL OF NITSHILL ROAD BY ANNE FINE

Hikmet's reading of this text was more fluent and accurate. The vocabulary, despite containing some challenging words such as '*ostentatious*', is more predictable. Hikmet recognised speech within the text and read with greater expression, taking the punctuation more into account.

He used many of the same strategies and at one point, when reading a word containing a silent 'k', Hikmet was able to identify that silent letters are also a feature of Turkish names, using the examples of his own surname, which contains a silent 'g'.

WRITING

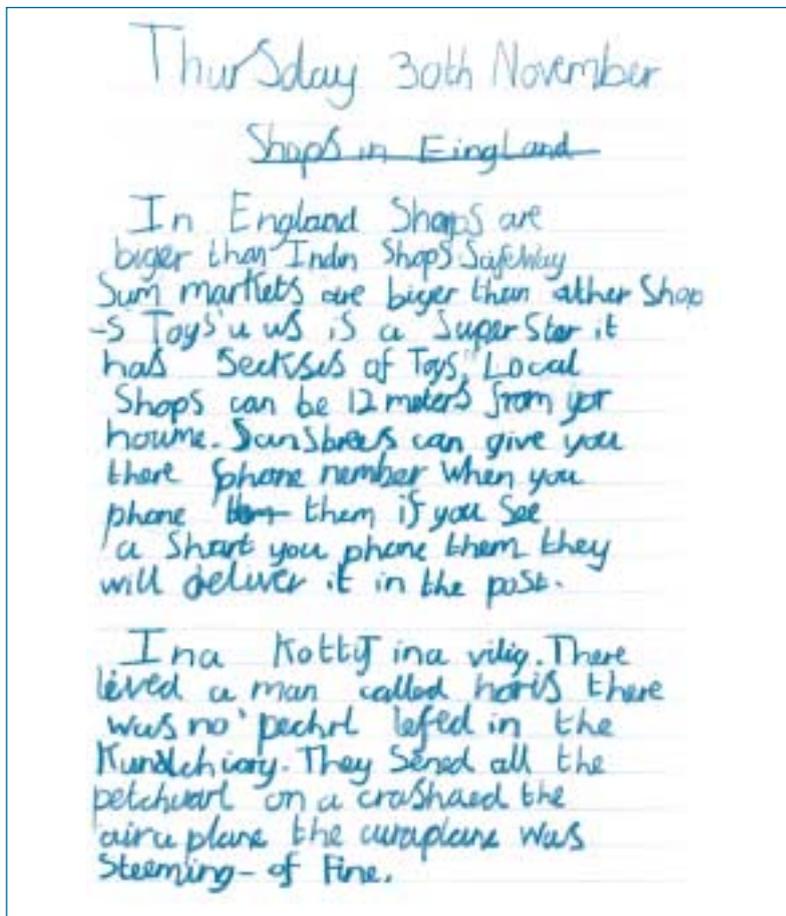
Context (Sample 1)

Hikmet was supported in the task, a comparison of shops in India and England, by being asked to write the opening paragraph only. At this stage it was not necessary to make decisions about sequencing contrasting pieces of information.

Questions to consider

- How are grammatical features, such as consistent use of tenses, developing in Hikmet's writing?
- To what extent are the spelling errors in Hikmet's writing phonetically plausible?
- What knowledge of whole-text structure does Hikmet demonstrate in his writing?

WRITING SAMPLE 1 – SHOPS IN ENGLAND



Commentary

Hikmet draws on his experience of eg 'Toys R Us'. He uses more than one strategy for spelling. In the word 'Toys R Us' he relies on his visual memory, having seen this shop sign many times. He also uses phonic knowledge, 'U', to represent the way in which he would pronounce this section of the word. Attempts at spelling unfamiliar words are phonetically plausible such as 'stor' for 'store'. Hikmet's pronunciation of words also affects spelling eg 'Indin' for 'Indian' and 'nember' for 'number'. He pays close attention to visual patterns. In the word 'secksis' ('sections') he makes an analogy with other words such as 'neck' which he already knows. He also self-corrects eg 'phone' instead of 'fone'. Hikmet is beginning to make choices about vocabulary used, eg 'sections'. He is beginning to be aware of differences between spoken and written English and manages to write formally until the last sentence when he attempts a complex sentence that sounds like spoken English. He starts sentences in different ways which adds interest for his readers, and uses present tense appropriately for this factual writing.

PRESENTER'S SUMMARY

Hikmet Year 3

Listening and speaking

Hikmet can:

- contribute ideas confidently making use of visual support to respond to the teacher's direct question
- listen to other pupils' suggestions, sometimes echoing or building on an idea in class and small group
- use short, simple but mainly complete sentences
- relate an experience about Turkey that links to shared writing
- contribute frequently in small group discussions
- vary language for different situations.

Hikmet needs to develop:

- ways of linking his comments to those made by others
- confidence in speaking and listening in a wider range of contexts.

Overall, Hikmet's speaking and listening was assessed at **Level 2** even though there were some elements of attainment at Level 3.

Reading

Hikmet can

- read a challenging text of his own choice with confidence and enthusiasm using a range of strategies
- read many high frequency words from National Literacy Strategy lists in context
- add new words from class work on India (such as 'climate') to his sight vocabulary
- select words that would make reasonable sense in the sentence
- recognise direct speech and read expressively, taking punctuation into account
- draw on personal experience such as Turkish news reports to make sense of text
- use knowledge of Turkish to compare eg silent 'k' in English with silent 'g'; a feature in Turkish city names
- express an opinion about a well-known story
- retrieve information from the text.

He needs to develop:

- ability to paraphrase start of a shared story new to him
- ways of expressing an opinion and generalising about texts he has chosen.

These features indicate performance at **Level 2**.

Writing

Hikmet can:

- draw on his own experience to provide relevant information and facts
- take account of readers' needs and understand that factual information needs to be presented clearly
- develop ideas through a series of sentences
- start sentences in different ways to maintain interest for the reader
- spell simple monosyllabic words correctly, with unfamiliar words spelt phonetically plausibly
- recognise that factual writing needs to be in the present tense.

He needs to develop:

- more independence in structuring his writing
- ways of combining content and technical aspects of writing, choosing words carefully
- accurate punctuation in demarcating sentences
- strategies for spelling words whose letter patterns cannot be deduced from sounds.

On balance, Hikmet's writing was assessed as **Level 2** with aspects of Level 3.





[Click here to access slides of the writing samples and transcripts from this case study \(Year 5: Chand\)](#)

CASE STUDY

Year 5

Chand



BACKGROUND

Chand came to England with her mother and two younger siblings as an asylum seeker from Afghanistan. The family are Punjabi speaking Sikhs. While in a refugee camp in Afghanistan Chand attended a school for about twelve hours a day. This was Chand's first contact with English. The school was led by an English-speaking Pakistani refugee-worker who taught Chand to read and write in English.

Chand was enrolled in her local primary school some months after arriving in England and at the time of the assessments, Chand had been in year 5 for seven months. Approximately 93 per cent of the children in school are learning EAL, the majority being Gujarati speakers.

Chand is an able child who is very anxious to learn. She is a fluent speaker of Punjabi and has a knowledge of Hindi. She is supported by other Punjabi speaking children in her class, a Hindi speaking member of the Ethnic Minority Achievement Service and a Punjabi speaking teaching assistant.

SPEAKING AND LISTENING AND READING

Context (*Transcript 1*)

Chand's class had been asked to consider the changes that had occurred in housing in the 1950s and 1960s. In a small group, the children had read a piece of text and were discussing their ideas on the advantages and disadvantages of living in flats and houses.

Questions to consider

- Is Chand able to understand the main points of the discussion?
- What evidence is there of Chand's ability to use Standard English?
- How much understanding of the text does Chand show?
- In what ways does she make use of this in discussion?




A large block of flats in London.

Key ideas

detached semi-detached

In the 1950s and 1960s many councils decided to build blocks of flats instead of houses. These could be built quickly and cheaply. They took up a small amount of land and gave homes to lots of people.

Many people thought flats like this were the answer to housing problems. People were happy to live somewhere clean and healthy, but soon they had to face new problems. Children who lived in flats high off the ground had nowhere to play. People who lived alone could feel very lonely.

Today, many people still live in high-rise blocks of flats. However, many blocks have been knocked down. Most new homes built today are semi-detached and detached houses on small local developments.



Many blocks of flats have been demolished to make way for traditional houses.

A change for the better?

Houses and homes have been built in many shapes and sizes in Britain since 1950.

1. Do you think it was a good idea to build blocks of flats to house lots of people? Why?
2. Why have many of these flats been demolished?
3. In the 1950s and 1960s 'new towns' were built to move people out of crowded cities. Write a list of these new towns.

25

TRANSCRIPT 1

T In the 1950s and 60s, why did councils decide to build flats instead of houses?

C 1950s councils make flats 'cos they could be quick and lots of people can stay there

T When they made the flats, who did they make them for?

S When they built houses they took up too much space, flats took less space

C And lots of people will stay they and they were cheap and quick to make

S And lots of people can live there but in houses not many people can live there

T What was nice for the people in the flats and what were the answers to their problems?

C They are happy first but then problems for children high up, not near other children, they were lonely

T Who was feeling lonely?

C When the family is together they are not lonely

In the transcript:

T = teacher

C = Chand

S = other pupil

Commentary

In this discussion, Chand shows that she can make sense of the written text and answer her teacher's questions about it. Some of what she says draws on the language of the text, showing that she has grasped the key ideas. Her spoken English is clear and not hesitant, although it is notable that she avoids some of the more complex or metaphorical verb-phrases in the source material (omission of 'built', 'faced'). Both pupils use a mixture of tenses, perhaps influenced by the source material which changes from the past to general present.

WRITING

Context (*Sample 1*)

The work was produced during the literacy hour. It was written about two and half months after Chand joined the school.

The work was based around the Year 5 Threshold 1 text-level objectives for instructional writing about the importance of looking after teeth. Chand had joined in with the whole-class discussion of the difference between the two different styles of writing and was not given any specific additional support or help.

Questions to consider

- What do Chand's first and second drafts show about her knowledge of writing at word, sentence and text level?
- What does this selection of examples show about Chand's grasp of different types of writing?
- What strengths and weaknesses are shown in Chand's knowledge of grammatical features, eg to mark tense, vary verb phrases, or to distinguish definite and indefinite articles?

WRITING SAMPLE 1 – INSTRUCTION AND PERSUASION

Instructions	Persuasion
<ul style="list-style-type: none"> • We brush our teeth teeth because To clean them. • If you brush your teeth your teeth will clean and white and strong. • We brush our teeth teeth because to clean our teeth. • If you brush your teeth your teeth will clean and white and strong. • If you brush your teeth you will have fresh breath. • If your teeth will sp out so your teeth can broke. • If your teeth will broke so you can't eat food. • If your teeth will broke you have lots and lots problems. 	<ul style="list-style-type: none"> • Take your Brush and use it. • Undo your toothpaste. • Put your tooth paste onto the Brush. • Wet your Brush again because you have put toothpaste.

Commentary

The work shows that Chand can adopt contrasting styles of writing, but unfortunately she has put the headings the wrong way round. Her written instructions are clear but stop before the actual brushing of teeth. The series of persuasive arguments about why we should brush our teeth shows a determined effort to use the relevant connectives – *because, if, so* – to articulate reasons and risks. In two sentences because is actually redundant, since the non finite to *clean* implicitly carries the explanation. In one sentence, the corresponding verb tense is correct (*if you brush your teeth you will have fresh breath*) but elsewhere, Chand mixes future possibility (*will*) with past tense (*broke, spoilt*), suggesting she is aiming for either *will break/spoil* or *be broken/spoilt*.

Context (Sample 2)

During a literacy hour focusing on the subject of housing, Chand was asked to produce an extended piece of writing which included looking at some of the disadvantages of housing in the 1960s. This writing was also produced in a literacy lesson, as part of a longer piece of work concentrating on the use of paragraphs. The following is an extract from Chand's writing.

WRITING SAMPLE 2 – INSTRUCTION AND PERSUASION

In the 1930s some houses were very old and they ~~was~~ have toilet. they had toilet outside. And at night if somebody wants to go to toilet. They can't go because it was dark and ~~dark~~ ^{dark}. The toilet was outside ~~that's why~~ they can't go at night, because it. Some families were shared a house and they had very little of light and did not have fresh air.

Commentary

Again, the content of Chand's writing is clear and reasonably well organised, despite some repetitions. In this piece, there is evidence of some problems in punctuating sentences of different length, as well as some insecurity about the use of the definite article. Both these difficulties are overcome in the final sentence, but additional ones are evident in the non-standard usage '*were shared a house*' and '*very little of light*'.

The grammatical structures show that she sometimes draws on languages other than English. This is particularly clear in her use of tenses. (eg 'In the 1930s some house were very old and they have toilet'; 'if your teeth will broke so you can't eat food'.)

However there is evidence, when re-drafting, that some grammatical forms are corrected (eg 'if somebody wants to toilet'; becomes 'if someone wants to go to toilet').

Context (Sample 3)

Approximately 6 months after joining her new school, Chand wrote and edited a story. She decided on the title and focus and wrote unaided in a writing period outside the literacy hour. She took the decision to write out a finished version more neatly and in so doing simplified and clarified the story line, cutting out some episodes.

WRITING SAMPLE 3 – THE BIRTHDAY GIRL (POONAM)
FIRST TEXT

*Don't like trees
are from but
one tree is real.*

~~Happy Poonam~~ *The birthday girl*
(Poonam)

It was Poonam's birthday and her mother ~~forgot~~
~~to buy her a birthday cake but she will~~
ask her to pretend to forget her birthday
and she then for Poonam was
sad because everybody in her house forgot her
birthday. So then her mother give her a food empty
basket to go and get some eggs from the farm.
So she went to get some eggs and she
thought that (I am so sad because everybody
even my grand parents are forgot my
birthday). When she gets to the farm and
she starts taking the eggs. She find the a
card with envelope and on envelope its
was written (TO POONAM) and she was
so happy to see that the chickens hasn't
forgot my birthday when she opens it.
Then she find a BIRTHDAY CARD
and she also find the a paper it
says that if you want a another card then you
have to go near the police office. So when
she gets there she find a another envelope and
on the envelope its written (TO POONAM)
and then she opens the envelope and she
find another BIRTHDAY CARD and she
finds a another paper its says that
if you want another paper then go to
the big tree. So then she went to the big tree
and she find another birthday card and she
finds a paper in paper its says that if you
want another birthday card then go to the
biggest park behind the big tree. So she
went there she find a another paper and
celebrating her birthday she had happy eating,
parents and cards and happy and a birthday cake
she had it so

HAPPY ENDING

WRITING SAMPLE 3 – THE BIRTHDAY GIRL (POONAM)
FINISHED TEXT

The Birthday girl (Poonam)

It's was Poonam's Birthday. Her mother pretended to forget her Birthday. Poonam was so sad because everybody in her house forget her birthday. Then her mother give her a empty basket and said go and get some eggs from the farm. She went to get some eggs and she thought (I am so sad because everybody in my house even my parents are forget my birthday)

When she get to the farm and she was taking the eggs. She find a card with Acknowledgement as Addressed it was written (TO POONAM) and she was so happy to see that the chicken hasn't forget my birthday

Commentary

The final version is succinct and amusing, showing that Chand has developed more understanding of how to link ideas in sequence, punctuating most sentences correctly. She has adapted the convention of brackets to differentiate speech and a title, showing that she is aware these are grammatically separate elements in the text. Similarly, Chand's ability to vary tense choices has improved and she is now using the auxiliary to be and definite and indefinite articles mostly correctly.

In all the pieces of writing, the spelling of nouns and polysyllabic words is almost entirely correct. In Sample 4 she spells *envelope* as *Anoulopa* and *anoulop*. It would seem that it is an unfamiliar word given the accuracy of the rest of her spellings.

PRESENTER'S SUMMARY

Chand Year 5

Speaking and listening

Chand can:

- participate with confidence in small group and whole class discussion
- listen to others in a range of different contexts
- make some adaptations to her speech that are appropriate to the situation
- ask questions to check understanding and find things out.

She needs to develop:

- knowledge of grammar to clarify differences in time
- use of linking expressions to connect utterances together
- ways of expressing similarities and contrasts.

Overall Chand's speaking and listening were judged to be a **Level 3**.

Reading

Chand can:

- read a range of texts, both fiction and non-fiction
- read independently.

She needs to develop:

- explicit knowledge of how formal and informal written language differs
- ability to explain her responses to texts in writing as well as talk.

Overall Chand's reading was judged to be a **Level 3**.

Writing

Chand can:

- produce writing that is organised and clear
- vary her writing for different purposes, *eg imperative verbs and bullet points for instructions, third person, past tense and temporal connectives in narrative*
- spell accurately, including common, polysyllabic words
- use basic punctuation usually correctly
- write legibly in handwriting that is mostly joined correctly.

She needs to develop:

- use of paragraphs and more complex use of punctuation
- wider vocabulary, beyond everyday words
- clearer sense of sentence grammar (tenses and connectives).

Overall, Chand's writing was assessed at **Level 2** with evidence of many aspects of level 3.



[Click here to access slides of the writing samples and transcripts from this case study \(Year 7: Tara\)](#)

CASE STUDY

Year 7

Tara



BACKGROUND

Tara was born in Nepal and studied there until she moved to the UK when she entered school in Year 5. In a relatively short time, she attended two primary schools before joining her current secondary school. This was due to her father's employment, but Tara coped well with the movement between schools.

Although Tara had learnt some English in Nepal, when she first arrived she lacked confidence and her language was assessed in relation to the early steps on the scale. She was disapplied from the National Curriculum tests in Year 6.

At the time of this assessment, Tara had been in Year 7 for about five months.

SPEAKING AND LISTENING

Context (*Transcript 1*)

In this transcript, Tara is reviewing a piece of creative writing she had first done some months before, linked to a fable *The Fox and Crane*. This relates to Year 7 teaching objectives for speaking in the Key Stage 3 Strategy. Tara was able to use a series of pictures to help her recall the story.

Questions to consider

- What are the main grammatical resources Tara uses to convey meaning in talk?
- What listening strategies does she demonstrate?

TRANSCRIPT 1 – FOX AND CRANE STORY DISCUSSION

T	Can you remember what the story was about?
X	The story was about a greedy wolf and crane. Wolf invites crane
T	Was it a wolf?
X	A fox! Fox invites crane to his party and fox makes nice soup and puts in a plate and crane's come in and crane ...
T	What problem does the crane have?
X	She have big bill so she cannot drink
T	What would the crane have needed to drink the soup?
X	umm ... With long beak, vase?
T	A vase right. What's the fox doing?
X	Fox just having dinner self
T	Ok so what happens when the crane invites the fox to his house?
X	Crane, I think crane decided to teach him a lesson
T	Right, how did he do that?
X	Crane invites fox for a party
T	What problem does the fox have?
X	Fox don't have big bill so he can't have a dinner
T	Ok how does the story finish?
X	The story finished when fox returns his home after the dinner, not, he didn't have a dinner. After crane's house he realise what he's done and he's learned a very good lesson

In the transcript:

T = teacher

X = Tara

Commentary

Tara is showing growing confidence in her speaking and listening and using an increasing vocabulary. She speaks clearly and her extended utterances become more grammatically complex. She uses the present tense mainly, but with some inconsistencies, varying between the past and present.

Context (*Transcript 2*)

In this transcript, Tara is recalling her recent work in Science on different types of energy, relating to Key Stage 3 Strategy objectives on word level work on definitions. Tara had completed some work in her science book on definitions and examples of different types of energy. She had this work in front of her while discussing the subject with her teacher.

TRANSCRIPT 2 – SCIENCE: DISCUSSION ON ENERGY

T	What types of energy can you remember?
X	Electrical energy
T	Can you give me an example of electrical energy? What does it do?
X	Electrical energy comes from wire
T	And what does it make work?
X	Computer, tape recorder
T	Ok what kind of energy is produced when a bus is driving along the road?
X	Kinetic energy
T	Kinetic energy, good girl, anything that ...
X	Anything that moves is kinetic energy
T	And what about eating a hamburger, what kind of energy do you get from that?
X	Chemical energy
T	Tell me what happens to the hamburger when you eat it?
X	When we eat hamburger, it goes in our stomach and it goes in our heart ... and we'll have more energy to run and ...
T	It's a form of stored energy. Give me another example of chemical energy, stored energy that can be released? What happens when you put for example ... (indicating picture)
X	Petrol in a car?
T	Right, tell me what happens there?
X	When we, car is, car needs petrol to move place to place

In the transcript:

T = teacher

X = Tara

Commentary

Tara is less confident in this area of the curriculum. However, she is able to respond appropriately and correctly to her teacher's questions. There is less evidence of extended speech in this extract but what she does say conveys her meaning. Her pronunciation is clear.

READING

Context (*Transcript 3*)

Tara had chosen this book herself from the library some time before the task. She had not read the book at all before looking at it with a teacher.

Questions to consider

- What range of reading strategies does Tara use?
- How effectively does she orchestrate reading strategies?

TRANSCRIPT 3 – GOOSEBUMPS

T	Who's the writer?
X	R L Stine
T	And what does the blurb say on the front page?
X	<i>It's thick it's purple, it's from another planet! Brain juice ... ughhh</i>
T	Why did you choose this book?
X	I never thought I had this book. It was in my tray. I just looked for it and I found 'Oh that's an interesting ... book!'
T	Can you read the blurb on the back of the page?
X	<i>Welcome to the new <u>million</u> of fear. Goosebumps Series 2000, R L Stine. Carefully the alien <u>prowded</u> the purple liquid into the bottle.</i>
T	What's that word again?
X	Po ... ured
T	Show me with your hands what pouring is
X	Mixed and (demonstrates). 'Our only supplier of Brain <u>engineer ...</u> '
T	En ...
X	En ... gin, en ... er ... giner
T	Energiz
X	Energizer flood' <u>he murdered</u>
T	He ...
X	Mu ... ttered

In the transcript:

T = teacher

X = Tara

Misread words are underlined

T	How do you speak if you're muttering?
X	Like this (whispers), mumble. <i>'Let's hope it works. Hurry Morggul he ... He gave his fat <u>partnered</u> a push with all four <u>tentles</u> ...</i>
T	Tentacles. Do you know what tentacles are? Octopus has eight tentacles
X	Oh that's like hands
T	What does alien mean?
X	Alien is from space. An alien doesn't look like human and he's got no hair.
T	Do you think it's going to be a funny story or do you think it's going to be a very serious story
X	Serious and strange

Commentary

This extract shows that Tara can read a range of familiar words but requires some support with less familiar vocabulary. She uses her knowledge of letters, sounds and words to read unfamiliar words and she is able to express opinions about events or ideas within the text.

Context (Transcript 4)

Tara and her teacher are discussing the properties of metals and are referring to a page from her science book from the chapter 'Classifying materials'. Tara had studied this subject recently in class.

Properties of Metals

7) Metals Are Sonorous

1) This means they make a nice "dun-dun-dun" sound when they're hit. If you think about it, it's only metals that do that — you could make a gong out of plastic, but it wouldn't be much good.



8) Metals Are Ductile

1) This means they can be drawn into wires.
2) The atoms in the metal don't break easily. This means metals aren't brittle like non-metals are. They just bend and stretch.



9) Metals Have high Melting and Boiling points

1) Metal atoms join up with strong bonds.
2) This means that a lot of heat is needed to melt them.
3) The table shows how hot they have to get to melt.

Metal	Melting Point °C	Boiling Point °C
Aluminium	900	2500
Copper	1083	2567
Magnesium	650	1100
Iron	1535	2860
Zinc	420	907
Silver	960	2200



10) Metals Have High Densities

1) Density is all to do with how much stuff there is squeezed into a certain space.
2) Metals feel heavy for their size (i.e. they're very dense) because they have a lot of atoms packed into a small volume.



11) Some Metals are Magnetic Iron or nickel or cobalt — or an alloy containing any of them.

Only iron, nickel and cobalt are magnetic. Alloys made with these three metals will also be magnetic — e.g. steel is made mostly from iron and is also magnetic.



12) Metals Make Alloys when Mixed with other Metals

1) A combination of different metals is called an alloy. The properties of the metals get jumbled up in the new alloy.
2) So light, weak metals can be mixed with heavy, strong metals and the result is, hopefully, an alloy which is light and strong.



Good Alloys — you can always rely on friends from Birmingham...
Phew. There they are then. The twelve properties of metals. Just waiting to be soaked up into that giant sponge lurking between your ears. You need to keep practising till you can scribble down all the headings with both pages covered. Then try filling in the details. Phew.

SECTION SIX — CLASSIFYING MATERIALS

TRANSCRIPT 4 – PROPERTIES OF METALS

X	Metals have high densities. Density is all to do with how much stuff there is squeezed into a certain space.
T	What's this a picture of?
X	It shown non-metals and metals and which are the heaviest one. <i>Metals are joined together and non-metals are separated far apart from each other.</i>
T	What's the thing they're sitting on?
X	It's a piece of wood, a big flat one. It's actually measuring the how which one is the heaviest one
T	A balance
X	A balance. <i>Metals makes <u>ollies</u> ...</i>
T	Alloys
X	<i>alloys ... when mixed with other metals. A <u>comberation</u> of different metals is called olly. The properties of metals get <u>jumped up</u> into new alloy.</i>
T	Is it jumped?
X	<i>Jumbled up in the new alloy</i>
T	What's another word that means 'jumbled up'?
X	Like some jokers do one those jumbles in the circus with little balls? Oh yeah, that's 'juggle'
T	If your Mum says 'your clothes are all jumbled up in the washing machine'?
X	It means all tied up. So <i>lightweight metals can be mixed with heavy strong metals and the result is hopefully an <u>olly, ol-ly</u></i>
T	Alloy

In the transcript:

T = teacher

X = Tara

Actual reading in italics

Misread words are underlined

Commentary

Tara is able to read most of this text fairly accurately and fluently. She stumbles on certain areas of vocabulary but can establish meaning with support. In her responses she shows her understanding of the main points. She also shows her ability to discriminate between relatively similar items of vocabulary, ie jumble and juggle.

WRITING

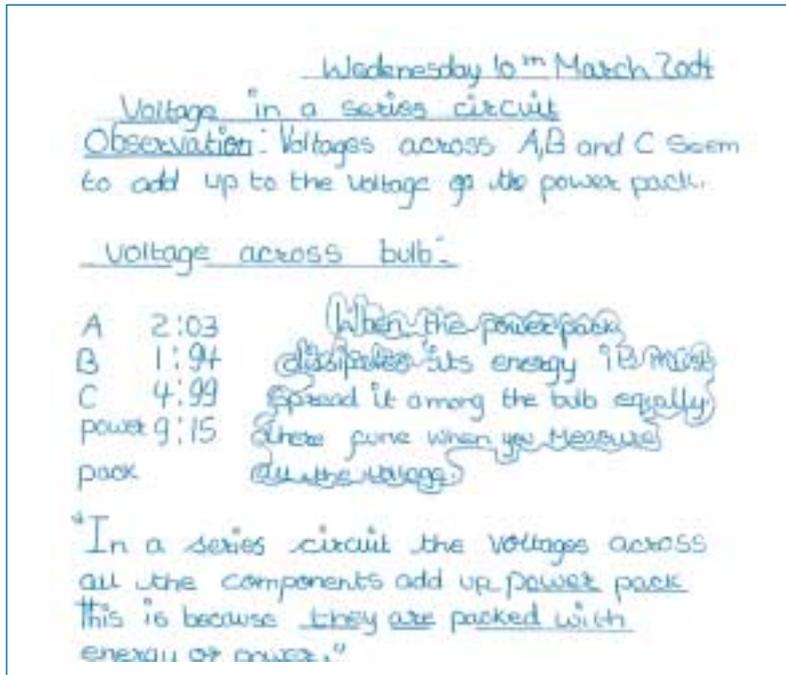
Context (*Sample 1*)

Tara had worked on an experiment in class to find out about voltages around a series circuit. The pupils were asked to table their results drawing on their knowledge of conventions of non-fiction text. Tara worked in partnership with another pupil. She was able to make use of words and suggestions on the board in class, and her results are reasonably accurate.

Questions to consider

- What knowledge of the conventions of this text type does Tara show?

WRITING SAMPLE 1 – SCIENCE: VOLTAGE IN A SERIES CIRCUIT



Commentary

Tara's work is clear and organised appropriately for the task. The basic grammatical structure of the sentences is generally correct, using the present tense to generalise. Spelling is usually accurate. Punctuation is appropriate to the task and handwriting is generally joined and legible throughout.

Context (Sample 2)

Some time before this assessment, the class had looked at fables as an example of a type of literary text. Tara had chosen to rewrite the story of the fox and crane, having looked at a series of pictures and discussed the story with her teacher.

Questions to consider

- At whole-text level, what knowledge of story structure does Tara show?
- How systematic is Tara's spelling, eg are errors phonetically plausible?

WRITING SAMPLE 2 – FOX AND CRANE STORY

The Fox and the Crane

One time a fox and a crane. The fox was selfish and the crane was not selfish. One day the fox invited the crane for a party. He made soup for crane and himself. Crane came inside and the fox liked the soup but the crane could not have the soup because she had long bill. Crane asked for the soup but fox did not have any. Crane invited fox for the party. Crane made soup and put it in the pot. Fox came and said "Crane where are you? Crane" here I am. They sat together and ate the soup. Crane did not have the soup but the fox could not have the soup because he did not have a long bill. Fox went home and he thought what he did and what she did. He learned a lesson and he decided to be nice to everyone.

The End

Commentary

Tara's story is clear and well organised, using paragraphs appropriately. Basic grammatical structure and spelling are usually correct. At sentence level, she uses the past tense to narrate the story with occasional errors in regular and irregular forms. She has some difficulty in her use of definite and indefinite articles, although on the fable genre it is acceptable to use the names of animals without articles. Tara uses punctuation appropriately and her handwriting is clear and sometimes joined.

PRESENTER'S SUMMARY

Tara Year 7

Listening and speaking

Tara can:

- speak clearly and audibly
- express herself meaningfully, using grammatically complex extended utterances when confident about subject matter
- use gesture to demonstrate meaning
- use an increasing vocabulary.

She needs to develop:

- confidence in talking about technical information, for example knowledge of key words in subject areas
- grammatical awareness eg the use of third person 's' in present, use of prepositions and articles
- more consistent use of tenses, particularly the past tense for narration.

These features indicate a **Level 2** in speaking and listening.

Reading

Tara can:

- read a range of familiar words
- apply her word-level skills in shared reading to identify unfamiliar words
- express opinions about events or ideas within the text
- predict the type of text from the cover, blurb and other book features
- understand the use of the passive voice in scientific texts.

She needs to develop:

- ability to read independently
- confidence in her word-level skills in reading unfamiliar vocabulary
- skill in identifying key words in text and checking their meaning
- ability to locate relevant information.

These features indicate **Level 2** in reading.

Writing

Tara can:

- use basic grammatical sentence-structure and word order
- produce spelling and handwriting that are generally appropriate, accurate and legible with some joining
- use the present tense to generalise
- use speech marks as well as other forms of sentence punctuation
- organise texts differently for different purposes
- use paragraphs appropriately
- use simple conjunctions.

She needs to develop:

- knowledge of how to structure whole texts coherently
- grammatical awareness, particularly use of definite and indefinite articles
- knowledge and spelling of irregular and regular past tenses
- consistency in the size and joining patterns of her handwriting.

These features indicate **Level 3** in writing.





[Click here to access slides of the writing samples and transcripts from this case study \(Year 7: Talap\)](#)

CASE STUDY

Year 7

Talap



BACKGROUND

Talap was born in Thailand and arrived in the UK to enter school in Year 7. She spoke Thai with her mother and was also beginning to speak English at home. Before coming to England she had received some instruction in English but this was limited to knowledge of some common nouns, colours and numbers. Her school records in Thailand indicated that she was an above average pupil and she was fully literate in Thai. Talap settled into her new school well.

At the time of her assessment, Talap had been in the UK for about five months.

SPEAKING AND LISTENING

Context (*Transcript 1*)

In her RE class, Talap was asked to explain the story of the Buddha and why he became a religious figure. She had completed a piece of written work on this topic and the following is a recap of the some of the information she had included in her written work. As a speaking and listening activity this is linked to work in the Key Stage 3 Strategy.

Questions to consider

- What are the main grammatical resources Talap uses to convey meaning in talk?
- What listening strategies does she demonstrate?

TRANSCRIPT 1 – TALKING ABOUT THE LIFE OF THE BUDDHA IN RE

T	Can you tell me something about what you wrote about the Buddha in your RE book?
X	Children, baby king them born
T	Baby king born?
X	When him born, yeah, came a flower, when them king born
T	Tell me again about the flower
X	When them walk, have a flower
T	Who gave him the flower?
X	Not give, them go like come from earth
T	Ah there were flowers where he walked
X	Then when him, then when him back, then him go look a people, people okay, then him say people hurt, die and sick, him not know why

In the transcript:

T = teacher

X = Talap

Commentary

Talap is quite knowledgeable and enthusiastic about the story of the Buddha although her speech is sometimes unintelligible, due to her pronunciation, her hesitations and her quiet voice. At word level she has a difficulty with pronouns which can confuse the listener. Her grammatical awareness is limited, as shown in difficulties with word order, use of tenses and articles. She attempts to express her meaning in phrases and is sometimes successful. She does show understanding of the teacher's comments and can answer the teacher pertinently. She also attempts to correct the teacher's understanding about the 'giving' of the flower.

Context (*Transcript 2*)

In class, Talap was asked to write a story about a ghost. She did not fully understand the task or the purpose of the writing. In the transcript below, she attempts to explain the task and discuss her story which becomes linked with the story of Siddhartha and her work in RE.

TRANSCRIPT 2 – ENGLISH: A GHOST STORY DISCUSSION

T	What did your teacher ask you to write about?
X	A dream about a ghost
T	A ghost, right
X	And I think the dream is very scare
T	Something that makes you very scared, a bad dream
X	Yeah, a bad dream
T	What happened in your dream about a ghost?
X	Is when a ghost come, a ghost scare Buddha in my country
T	Right what did the ghost look like?
X	Is people died and come back
T	Ghost of people who have died
X	Yeah
T	And they've come back to life
X	No, is not life, is, we can't see

In the transcript:

T = teacher

X = Talap

Commentary

Talap responds appropriately to her teacher in this extract and is listening attentively, as she shows when she corrects her teacher's understanding. Perhaps because of the support of her own written text, she is able to use all her linguistic resources to communicate her meaning effectively. Her pronunciation is generally intelligible. Some of her responses are grammatically incomplete and she generally uses a form of the present tense rather than the past, although she does understand her teacher's questions in the past.

Context (*Transcript 3*)

In class, Talap had been studying eight types of energy. It was the basis for word-level work on definitions in the Key Stage 3 Strategy for Year 7. She had completed a matching activity using the target vocabulary followed by a definition and some examples. She was able to use her first language to help with the vocabulary. A few days later, as the following transcript shows, she was able to recall some of this work with the help of a page from her science book containing some visual support.

TRANSCRIPT 3 – SCIENCE: ENERGY

T	And where can you show me electrical energy?
X	(indicates in the picture)
T	What other kinds of energy?
X	Light energy
T	Give me an example of light energy.
X	Like light bulb
T	What other kinds of energy do you need?
X	Sound
T	Can you give me an example of something that would give you sound energy?
X	Like this (indicates a guitar in the picture)
T	Guitar yes, and what's that?
X	Baby cry
T	Can you think of another kind of energy?
X	Kinetic
T	Give me an example of something that has kinetic energy
X	A dog running
T	Or a ...
X	A bus or a car

In the transcript:

T = teacher

X = Talap

Commentary

Talap responds mainly in single words and short phrases in this extract, but such responses are to the point in this exchange about factual information. Her ability to give examples to illustrate the categories of energy demonstrates that she understands the concepts. She is able to use vocabulary that has been previously modelled for her in class and her speech is generally intelligible. Talap has understood her teacher's questions and responds appropriately, sometimes using pictures or gestures to answer the questions.

WRITING

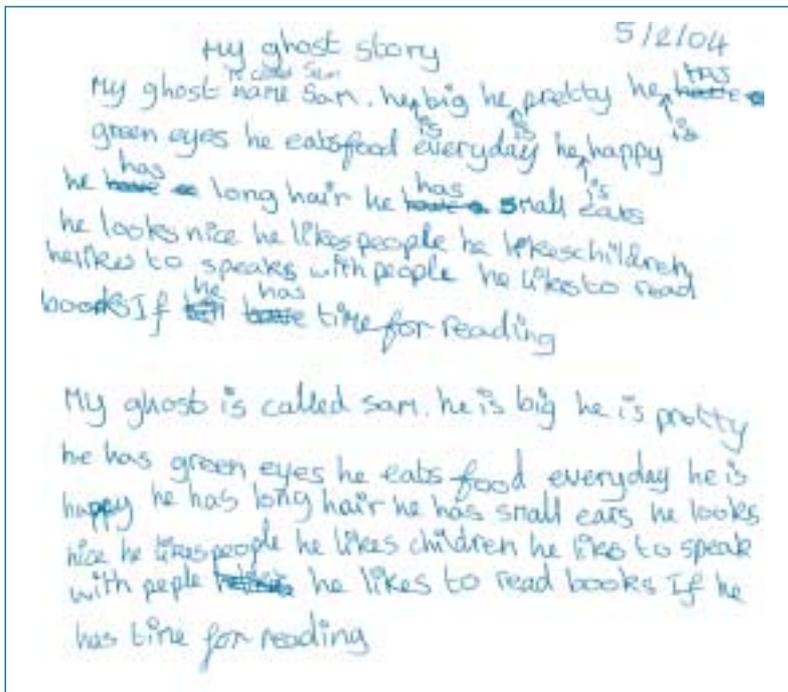
Context (*Sample 1*)

Talap was asked in class to write a story about a ghost, relating to text level work on narrative. After her first draft was complete, she was able to talk through the writing and, with support, she was able to self-correct some of her work.

Questions to consider

- At whole-text level, what knowledge of story structure does Talap show?
- What knowledge about sentence structure does this writing indicate?

WRITING SAMPLE 1 – MY GHOST STORY



Commentary

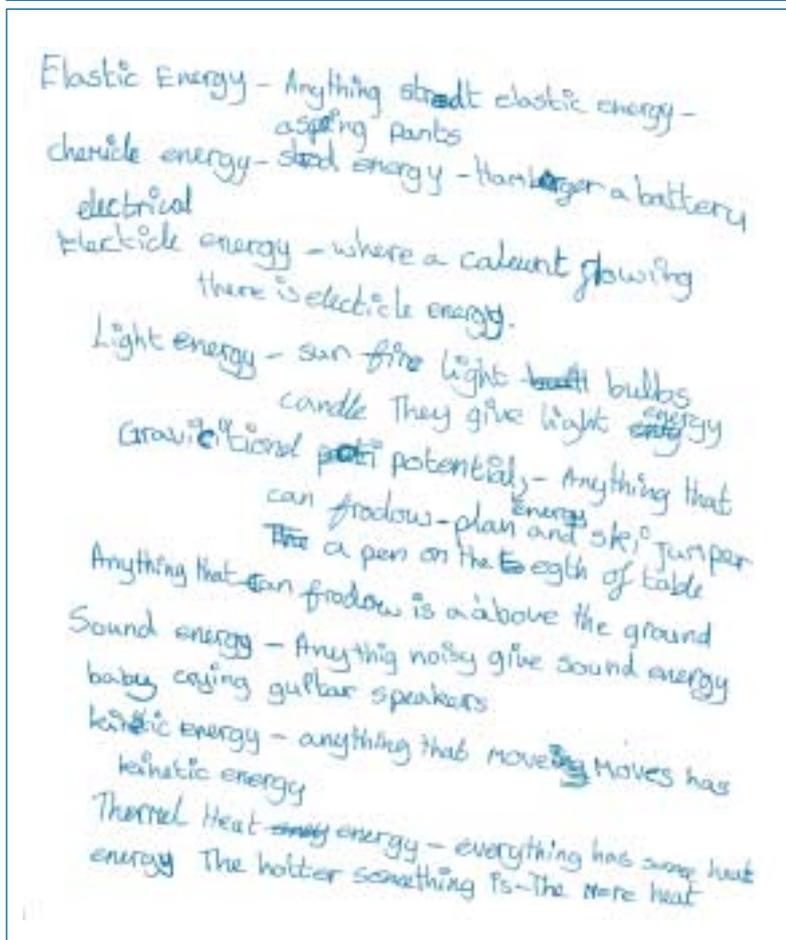
She had not fully understood the task or the purpose of the writing and she wrote more of a descriptive paragraph about the ghost rather than a narrative. Talap's writing shows a series of phrases and sentences rather repetitive in structure, apart from one more complex sentence. She makes limited use of full stops and capital letters although the sequence of clauses that make up the piece shows grammatically correct word-order. Her spelling is accurate and letters are generally clear, with some attempts at joining.

The piece fulfils the criteria for a description and could be the start of a story, but is without any narrative clues. The first draft shows the areas of grammar that are difficult for Talap, namely the use of both the verbs *be* and *have*. These are both crucial for writing about what things are like, and Talap correctly inserts them in the process of editing her work.

Context (Sample 2)

Talap completed a matching activity related to the eight types of energy, using her first language to help with the vocabulary. After discussing energy with her teacher, she was able to give definitions of each type of energy orally and then in written form, with examples. This relates to Year 7 objectives from the Key Stage 3 Strategy about word-level work on definitions and to text level objectives about the stylistic conventions of non-fiction.

WRITING SAMPLE 2 – SCIENCE: ENERGY DEFINITIONS



Commentary

Talap's definitions are accurate and follow a fairly consistent format in defining and exemplifying. Her spellings of some content words, although phonetically plausible, are not always accurate, despite availability of a reference sheet. There are instances of illegible words, such as 'egth' for 'edge', 'frodow' for 'fall'. Talap's pronunciation of some sounds could have an impact on her spelling, for example, an l/r confusion. Her handwriting is generally clear with some inconsistency in size and directionality.

PRESENTER'S SUMMARY

Talap Year 7

Listening and speaking

Talap can:

- express meaning in phrases, using key content words
- respond with understanding to her teacher's questions
- attempt to correct teacher's understanding
- copy talk that has been modelled
- pronounce some words intelligibly.

She needs to develop:

- knowledge of structures such as *there is /it has*
- knowledge of ways link utterances together (*and, then, so*)
- expression of meaning in phrases or longer utterances
- audibility.

These features indicate **Level 1** for listening and **Step 2** for speaking.

Writing

Talap can:

- write definitions which convey meaning, using the present tense
- spell mainly accurately
- produce clear letters although inconsistent in size
- produce a series of phrases and simple sentences
- communicate meaning in narrative and non-narrative form.

She needs to develop:

- understanding of different text structures, eg recount and story
- regular grammatical patterns including use of the past tense for narrative
- consistent size of handwriting including knowledge of basic handwriting joins
- understanding of the purpose of the verbs *be* and *have*
- use of capital letters and full stops to demarcate sentences.

These features indicate **Level 2 Secure** in writing.



[Click here to access slides of the writing samples and transcripts from this case study \(Year 10: Khalidur\)](#)

CASE STUDY

Year 10

Khalidur



BACKGROUND

Khalidur arrived in the UK from Bangladesh. He was enrolled in school during the summer term of Year 9. He had already attended nine years of school in Bangladesh. He was very successful in school and was particularly able in Mathematics, Science and Bengali. He is a fluent and confident speaker in his first language and can also speak Hindi fairly well. He studied English in his school in Bangladesh to a limited extent.

This assessment took place about nine months after his arrival in England during the spring term of Khalidur's Year 10.

Note: In Years 10 and 11, many schools base judgments about pupils' performance on predicted grades at GCSE and cease to use the National Curriculum eight-level scale. However, where pupils are performing at Level 4 or below, and particularly in the case of older new arrivals, it can be useful to continue to apply the National Curriculum levels as a means of mapping progress.

The samples of work below are considered in the context of making a National Curriculum level judgement and not according to the GCSE mark scheme.

SPEAKING AND LISTENING

Context (*Transcript 1*)

Khalidur had been studying the structure of plant and animal cells in Science. In this extract, Khalidur talked to his teacher about his work on cells using a page from his science book to provide some visual and textual support.

Questions to consider

- What range of grammatical resources does Khalidur use to convey meaning in talk?
- How effectively does he demonstrate listening skills?

TRANSCRIPT 1 – CELLS

T	Tell me what you've learned about animal cells. You told me that they have four things
K	Yes. <u>Nuclear</u> , Nucleus
T	That's a key word, right. What is a nucleus?
K	(no answer)
T	Not sure, right. What were the other key words that you knew about?
K	Coll, Cell (reading) <u>members</u>
T	Cell membrane, right. So what can you tell me about those four things?
K	I don't know
T	Ok can you tell me anything about plant cells?
K	Three extra that, extras that only the plant cells has
T	Right and what are these three extra things?
K	Rig ... I think I don't know
T	Rigid, rigid ... (indicating picture and text)
K	Rigid cell wall
T	When you're reading can you remember any of these words?
K	No

In the transcript:

T = teacher

K = Khalidur

Some relevant miscues are underlined

Commentary

Khalidur's responses, including a number of 'I don't know' responses, indicate his difficulty in replying to the teacher's questions, both in terms of knowing the answer and being able to formulate an answer.

Khalidur is able to repeat words that have been modelled and he shows some control of word order in his longer utterance. He also shows that he can self-correct (coll/cell), and in adding the plural 's' for extras.

Context (*Transcript 2*)

Another of Khalidur's topics in Science was the properties of metals. In this transcript, Khalidur recalls what he has learnt about metals with the support of a page from his science book providing visual and textual support.

TRANSCRIPT 2 – METALS

T	Can you just tell me what it is you know about metals?
K	<u>Transition</u> metals
T	What have you learned about transition metals?
K	It has got, it has got electrons and heat
T	Electrons and heat ok
K	There are copper, zinc, iron and nickel
T	Well done and do you remember the other two? One begins with c
K	<i>ch ... (as in church)</i>
T	Read that one to me, <i>chromium</i>
K	<i>Chromium, manzania</i>
T	Manganese
K	<i>Manganese</i>
T	Ok are they very reactive these metals?
K	Yes
T	Tell me something else about the melting points about transition metals
K	Transition metals are <u>metling</u> points
T	Do they have high melting points or low?
K	High melting points
T	Ok and are they good at conducting heat?
K	Yes
T	Are they very hard metals?
K	Yes, hard and strong

In the transcript:

T = teacher

K = Khalidur

Some relevant miscues
are underlined

Commentary

Khalidur responds appropriately and correctly to his teacher's questions, in single words, phrases or sentences. He uses visual and textual cues to support his understanding. He is also able to elaborate on his teacher's final question showing understanding. Khalidur's responses show that he is able to repeat words that have been modelled eg 'transition' and 'high melting-points'. In his attempt at *chromium* he shows that he can apply his phonic skills, although not useful in this context. He demonstrates some difficulties with verb/subject agreement at sentence level. His speech is generally intelligible and shows evidence of control of word order in some responses.

Context (*Transcript 3*)

Khalidur's task was to consider and to write about the types of rubbish found at home and in school. The class were looking at one of the world's major religions but Khalidur could not make any connection between this and the task he was asked to do, as revealed in the discussion with his teacher.

TRANSCRIPT 3 – RELIGIOUS EDUCATION

T	What have you been studying in RE?
K	School rubbish and house rubbish
T	And what have you been learning about school rubbish?
K	Drawing a picture bin, bin picture, and write something in the bin have crisp packet, coke bottle
T	Things that you would throw in the bin?
K	Yes
T	Ok and why do you think you've been asked to do this?
K	I don't know, sir said it
T	Did you have to do any writing as well?
K	No
T	So what did you have in your bin at home?
K	Some bread pocket, milk bottle, tissue paper, bad food

In the transcript:

T = teacher

K = Khalidur

Commentary

Khalidur's replies to his teacher show that he has interpreted the task as a purely practical one about documenting types of rubbish. Although he may have listened attentively in class to his RE teacher, he has not gained a clear understanding of the task. He understands questions posed in different tenses and responds on one occasion using the past tense. Khalidur responds in single words and phrases, but is able to convey his meaning straightforwardly. The use of appropriate content vocabulary is not held together by grammatical links and his utterances are notably lacking in verbs.

READING

Context (*Transcript 4*)

Khalidur chose a book from the library. This was *Tremors – play if you dare* by Ruth Symes. He discussed the cover and the blurb on the back of the book with a teacher. He was then asked to make a prediction of the type of book this might be.

Questions to consider

- What reading strategies does Khalidur use?
- To what extent can Khalidur extract meaning from the text?

TRANSCRIPT 4 – TREMORS

T	What could be happening in the picture?
K	A jungle story, a monster story
T	Tell me what the story might be about from the picture
K	Some car in here ... and the boy's car is not working
T	So what do you think he might be going to do?
K	He going to hotel
T	What are these people doing?
K	They get something for sale
T	They're selling things out of the back of the car
K	He going to buy something. <i>The fog hung around the car boot sale like an <u>un</u> ... <u>uninvited ghost</u>.</i>
T	It's not a ghost
K	Guest
T	What's a guest?

In the transcript:

T = teacher

K = Khalidur

Actual reading is in italics

Some relevant miscues are underlined

K	Guest mean, you are in this school guest. <i>It kept most people away. Not that those who came found much to spend their money on. Josie had walked round almost all of the <u>stells</u> without finding anything he wanted to buy. <u>Lucy</u>...</i>
T	Lucky
K	<i>Lucky really because he didn't have much money to spend. What does 'lucky' mean?</i>
T	It was a good thing he didn't have much money.
K	<i>The cold fog seeped into his bones. It's too cold. 'Hey! You, girl – don't go home yet.' he 's a girl! You haven't looked at my still.</i>
T	What's that word?
K	<i>Stall. A man bec-koned.</i>
T	This is 'beckoned' (demonstrating)
K	He had a ... <u>strong-ly</u>
T	Straggly
K	Straggly <u>grew</u>
T	Grey
K	Grey <u>bird</u>
T	Beard
K	<i>And <u>ore</u> a long black coat.</i>
T	How would you describe him?
K	He's old, he's crazy.

Commentary

Khalidur's response to questions indicates that he has understood the main ideas in the text. He can read a range of familiar words, particularly initial and final sounds and some consonant clusters. Vowel sounds can be difficult for him to distinguish. However, he shows an ability to apply some word-level skills. He can ask for clarification and establish meaning with support. He can also respond to events in the story and express his opinions, even though the context of the story may be unfamiliar to him.

WRITING

Context (*Sample 1*)

As a part of his study of this novel, Khalidur was asked to discuss and describe the main characters, in relation to text level work on character profiles. He enjoyed the novel although it was challenging for him.

Questions to consider

- To what extent does Khalidur's writing show an ability to differentiate narrative and non-narrative genres?
- In his writing, does Khalidur use grammatical structures not present in his talk?

WRITING SAMPLE 1 – OF MICE AND MEN

of mice and men
 Who is the main characters?

main character is Leine. He is a fool man. He
 doesn't doesn't understand any think. He is a
 big man and birry strong man. Leine's best
 friend George. George look after Leine. Leine
 live with George. George know Leine when
 he is a baby. Leine have no more friend
 with George. George and Leine ~~stay~~ working
 by a farm. they live in the farm. Leine
 is a hard worker. He can work with
 George in the farm. George and Leine
 got ~~some~~ ^{some} friends they are ~~with~~
 live with George and Leine. Candy is old man. Candy
 Cairly. He is a bad man. He doesn't like
 people. He ~~was~~ doesn't like her wife. Her wife
 is one woman in the ~~the~~ ~~Japan~~ ^{Japan}. She is
 living alone. She got no friend.

Commentary

Khalidur has produced an extended piece of writing which succeeds in setting out the nature of the main characters and their relationships with one another. The basic sentence structure is simple and used to convey both information and interpretation. Despite the omission of some definite articles and lack of third-person singular verb endings, the piece works as a coherent summary. Individual letters are generally clearly shaped but are not efficiently joined. Khalidur's use of capital letters however is inconsistent. His spelling errors are sometimes phonetically implausible (*leine, mein, cairly, farom*) but consistently used. Some spelling suggests a possible confusion between b and v sounds (*birry*).

Context (Sample 2)

Following work in class on the environment, Khalidur was asked to discuss the effects of temperature and availability of oxygen on plants and animals, including looking at the moon as an example of a sterile environment. He was using a page from his science book entitled *Living things in their environment* to help in this recount of information. Before starting, the teacher discovered that he had not understood the term 'environment', and this was explained to him with the help of a Bengali/English dictionary.

WRITING SAMPLE 2 – HOW DO LIVING THINGS ADAPT TO THEIR ENVIRONMENT

He do living things adapt to their
environment

The moon is too and they have not much oxygen.
 Animal Anemol, plant can live in the moon because
 The moon have no
~~oxygen and light~~ oxygen and light, plant
 can't live without oxygen and light man can't
 go moon without ^{sun} sun, stars and oxygen.
 Some animal live temperate hot - like lion,
 tiger, fox, ^{snake} snake, kangaroo, and ^{people} people more.
 Some Anemol live temperate hot or less
 like white rabbit, penguin, ^{everyday} everyday fish, and ^{people} people more.
~~plant~~ plant can't live too hot or too cold.
 plant need a good temperate.

Commentary

Khalidur's writing shows a good understanding of the subject matter. He can classify animals according to their preferred ambient temperature, and say what humans need for travel to the moon. The text is structured in a systematic way with a general introduction about the significance of the moon's lack of oxygen, followed by parallel sections on heat-loving and cold-loving animals. This parallelism is stressed by the repeated use of the colloquial phrase *'and a couple more'*, not wholly appropriate for this register. Overall, the writing conveys the relevant facts but does not have the resources to construct an explanation for them in answer to the question 'How do living things adapt ...'. There is some inconsistency in the use of capital letters and full stops. The handwriting is mainly printed with occasional attempts at joining. Spelling errors indicate some lack of phonological plausibility, although there is an attempt to represent all syllables in polysyllabic words (*anemil, cocodily, tempacher*), suggesting that he is trying to use word structure as much as sound as the basis for spelling.

PRESENTER'S SUMMARY

Khalidur Year 10

Speaking and listening

Khalidur can:

- repeat words that have been modelled
- control word order in longer utterances
- use visual and textual clues to support understanding
- speak intelligibly
- respond appropriately to his teachers' questions.

He needs to develop:

- ways of asking for clarification of meaning
- familiarity with basic verbs.

These features indicate **Step 1** for listening and **Level 1 Threshold** for speaking.

Reading

Khalidur can

- read and understand texts with some literary constructions
- identify initial and final sounds in unfamiliar words
- respond to events in texts and express opinions.

He needs to develop:

- independence in reading a range of types of text
- work on vowel sounds.

These features indicate **Level 2** for reading.

Writing

Khalidur can:

- use writing to represent substantial amounts of learning
- structure information in a systematic way
- write a series of short sentences with some use of capital letters and full stops
- shape letters clearly
- spell a number of high-frequency words correctly.

He needs to develop:

- knowledge of explanatory text-types
- understanding of ways of joining ideas in sentences and linking sentences together
- understanding of word structure to promote accurate spelling of polysyllabic words, including unstressed vowels
- knowledge of the basic handwriting joins
- understanding of use of paragraphs to organise text.

These features indicate **Level 2/borderline Level 3**.



[Click here to access slides of the writing samples and transcripts from this case study \(Year 10: Nabina\)](#)

CASE STUDY

Year 10

Nabina



BACKGROUND

Nabina arrived in the UK from Nepal. She attended other schools in the UK before entering her current school in Year 9. Due to her father's employment in the army, the family have the support of an established community in the area and Nabina settled well into her new school. Although a quiet child, she made plenty of friends and her progress was good. She remains fairly reticent in discussions in class.

The assessments took place in the spring term of Nabina's Year 10 when she had been in England for approximately six years.

Note: In Years 10 and 11, many schools base judgments about pupils' performance on predicted grades at GCSE and cease to use the National Curriculum eight-level scale. However, where pupils are performing at Level 4 or below, it can be useful to continue to apply the National Curriculum levels as a means of mapping progress.

The samples of work below are considered in the context of making a National Curriculum level judgement and not according to the GCSE mark scheme.

SPEAKING AND LISTENING

Context (Transcript 1)

As a part of her GCSE coursework, Nabina was studying Romeo and Juliet and had been considering the play and its main characters. In this transcript she recalls the events in the play and comments on some of the characters.

Questions to consider

- Are there any features in Nabina's spoken language that suggest she is not a native speaker of English?
- What can we deduce about Nabina's ability as a reader from her talk, eg how well does she draw on evidence to support her opinions?

TRANSCRIPT 1 – DISCUSSION OF ROMEO AND JULIET

N	The story is about two characters falling in love but the families are enemies so their families don't let them get married
T	How do they meet?
N	They meet in a party where Juliet's family's are having
T	What happens next?
N	They meet in the party and then I think they get married
T	What happens at the end of the story?
N	Romeo thinks Juliet's dead because Juliet's taken a poison that looks like she's dead. And Romeo thinks she's like really dead so he takes a poison and he dies and Juliet wakes up after a little while and then she looks at Romeo and he's dead and then she kills herself
T	Can you describe what sort of person Romeo is?
N	Romeo's a strong character, he follows his heart and if he thinks of something, he goes with it
T	And what's Juliet like as a person?
N	Juliet's very bubbly and she's happy most of the times
T	What does she talk about with her nurse?
N	She talks about how she's in love with this other person
T	Is the nurse sympathetic?
N	Yeah, she just tells her to just follow her heart
T	What did you think of the video?
N	It's quite strange cos we watched the updated version

In the transcript:

T = teacher

N = Nabina

T	And what did you think of that?
N	It was quite exciting at times but then after a little while it got a bit boring
T	What was the hardest part about watching the video?
N	The language, it was very difficult to understand

Commentary

Nabina can talk with confidence on this subject. Although she appears not to have completely grasped some of the finer points of the play, she is well aware of the main events and characters. Her speech and her descriptions are clear, and the colloquial expression is suitable for this one-to-one exchange.

Context (*Transcript 2*)

In this transcript, Nabina is recapping on work she has done in Science on the food chain some months ago. Nabina finds it difficult to remember some of the key words relating to the subject. She does not show special interest in this topic. Although she speaks clearly, the evidence shows that she does not have a good understanding of the main points, for example, she struggles to describe the difference between a food-chain and a food-web. It is not clear from the language Nabina uses that these are EAL-specific problems.

TRANSCRIPT 2 – FOOD CHAIN

T	Can you tell me something about the factors that affect population?
N	Like rabbit is eaten by a fox and it keeps the rabbits numbers down
T	What do rabbits eat?
N	Grass or lettuce or carrots
T	Plants. And what do we call these plants in the food chain
N	I don't know
T	Producers? What eats the producers?
N	The ... I don't know
T	It begins with c, con
N	Consumers
T	Tell me what you know about this topic
N	That, it's when something is eaten by something else
T	And what do we call that?
N	Food chain
T	Ok, what's the difference between a food chain and a food web?
N	A food web's got a varieties of things and a food chain's only got one
T	Ok tell me what an omnivore is?
N	An omnivore is something ...
T	What does an omnivore eat? Does it eat only vegetables or only meat or everything?
N	I think it only eats meat

In the transcript:

T = teacher

N = Nabina

T	Ok, what would a carnivore eat?
N	No that's wrong. An omnivore is something that only eats plants and a carnivore is something that eats animals
T	So a carnivore eats animals and what's a herbivore?
N	Something that only eats plants
T	Ok so an omnivore is ...
N	Is something that eats plants and animals?

WRITING

Context (*Sample 1*)

This is a part of Nabina's coursework for her GCSE English. She is considering the character of Romeo, particularly in relation to Act 1 Scene 3.

Questions to consider

- To what extent does Nabina's writing show an ability to differentiate narrative and non-narrative genres?
- In her writing, does Nabina use grammatical structures not present in her talk?

WRITING SAMPLE 1 - 'THE CHARACTER OF ROMEO IN 'ROMEO AND JULIET''

Act 1 scene 3.
Romeo and Juliet

Romeo is a brave character as he gets married in secret. He shows love for Juliet by getting married but, ~~they are enemies~~ their families are enemies. Romeo comes to when Tybalt wants to fight but Romeo disagrees, instead of fighting Romeo tells his love for Tybalt. Mercutio, Romeo's best friend is confused, because he used to follow his heart.

As a character Romeo is popular with his friends. ~~Whenever~~ whenever Romeo saw a woman he used to fall in love with her. Romeo follows his heart doing what he thought was right. Romeo changes his heart when Tybalt comes to fight.

Romeo is a strong character, he marries Juliet, even though their families are enemies. Romeo wants a family with Juliet, you can tell, the way they talk together speak.

Romeo wants to do what's right with his life. ~~he~~ when he has decided something he sticks with it. Romeo wants to get something out of his life.

Romeo falls in love with Juliet at the Capulet's party, when they first meet.

Romeo doesn't runaway after he kills Tybalt, this shows he isn't afraid of anyone or anything. He wants to face up with the ~~blowback~~ blowback what he has done.

Romeo is serious about the truth, he wants to know anything that is wrong with his friends.

Romeo is a caring character and if there is anything wrong with his family or friends he wants to know.

Commentary

Nabina's writing develops her ideas of Romeo's character. She has used paragraphs to organise her text, but the topic sentences are repetitive as are some of the key ideas within the paragraphs. She finds it difficult to elaborate on her ideas. A consequence of this is that similar observations are recycled rather than being developed individually or linked with others to show understanding of the tensions or complexities in Romeo's character. Rather than using quotation or precise reference to the text, Nabina's 'evidence' for her interpretation mostly comes from ordinary everyday life ('Whenever Romeo saw a woman he used to fall in love with her'; 'Romeo wants a family with Juliet, you can tell, the way they speak'). The piece tails off into an assertion about Romeo's caring nature rather than concluding directly on the topic. Nabina writes some complex sentences, and uses a number of connectives to vary her sentence structure (*when, instead, as*). However, the lack of an overall theme to the piece means that the potential logic of these connectives is undeveloped. She also needs to use punctuation more accurately and effectively to support her ideas.

Context (Sample 2)

As a part of her science work in class on maintenance of life, Nabina was given six questions to answer. She completed the work without any support. These questions were:

1. What are the seven requirements for life?
2. What do plants need to live?
3. What are the key reactions that take place in plants?
4. Where do these reactions occur?
5. Why are plants important for humans?
6. Why is water necessary for plants?

WRITING SAMPLE 1 – SCIENCE: MAINTENANCE OF LIFE CONTEXT

Thursday
12th February

Maintenance
of Life

- 1 Movement
Reproduction
Sensitivity
Nutrition
Excretion
Respiration
Growth
- 2 Plant needs sunlight and water
to grow / carbon dioxide
- 3 Two key reactions are taking
place in plants.
Respiration and photosynthesis.
Photosynthesis: $6CO_2 + 6H_2O \xrightarrow{\text{light}} C_6H_{12}O_6 + 6O_2$
Respiration: $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O$
- 4 Leaf, stem, root and petal these
key reactions occur
- 5 Plants are important for humans
as plants give out oxygen
- 6 Water are important to the plants.
it helps with photosynthesis

Commentary

Nabina's answers are fairly accurate and clear. She has made use of a mnemonic that she was taught as a strategy to remember the seven requirements for life. Her writing contains some grammatical inaccuracies, for example in her use of articles and in verb/subject agreement. She uses capital letters and full stops inconsistently, affecting her presentation. She basically fulfills the task of answering the questions, but her writing shows difficulty in constructing a series of general statements.

PRESENTER'S SUMMARY

Nabina Year 10

Speaking and listening

Nabina can:

- engage in a discussion with confidence
- explain the main points of a subject which interests her
- use informal spoken English fluently.

She needs to develop:

- knowledge of more formal registers of spoken English
- understanding of how to construct longer turns in spoken exchanges
- awareness of the importance of technical subject-specific vocabulary.

These features indicate **Level 4**.

Writing

Nabina can:

- write at some length, using paragraphs
- use some grammatically complex sentences
- write legibly using joined handwriting
- spell many common words correctly
- punctuate, using full stops and commas mainly accurately
- use interesting vocabulary and phrases.

She needs to develop:

- understanding of the conventions and structure of different types of text
- ways of using paragraphs to expand on her ideas more effectively and coherently
- understanding of the way sentence connectives support lines of argument and explanation
- strategies for checking written work for grammatical inaccuracies, ie subject/verb agreement, use of articles
- a more varied and interesting use of vocabulary.

These features indicate a **low Level 4**.

Overall, this case study raises questions about the extent to which Nabina's earlier experience of schooling has enabled her to develop her use of language as a tool for thought and analysis.

[BACK TO
CONTENTS](#)

Resources

Useful publications	1
Useful websites	2
Books used by pupils in case studies	2

Useful publications

Qualifications and Curriculum Authority

A language in common: assessing English as an additional language

2000

Primary National Strategy

Excellence and enjoyment: learning and teaching in the primary years – Assessment for learning

DfES 2004

KS3 National Strategy

Assessment of pupils learning English as an additional language

DfES, 2003

National Literacy Strategy

Supporting pupils learning English as an additional language

DfES, 2002

KS3 National Strategy

Access and engagement in English: teaching pupils for whom teaching is an additional language.

Ten subjects in addition to English are available within the 'Access and engagement in...'
series, DfES, 2002

KS3 National Strategy

Unlocking potential: raising the achievement of ethnic minority pupils

DfES, 2001

Department for Education and Skills/Qualifications and Curriculum Authority

Speaking, listening, learning: working with children in Key Stages 1 and 2

DfES, 2003

Department for Education and Skills

Writing in English as an additional language at Key Stage 2

Dr Lynne Cameron and Dr Sharon Besser, 2004

OFSTED

Writing in English as an additional language at Key Stage 4 and Post-16

Dr Lynne Cameron, 2003

Useful websites

DfES Ethnic Minority Achievement www.standards.dfes.gov.uk/ethnicminorities

QCA www.qca.org.uk

Primary National Strategy www.standards.dfes.gov.uk/primary/

Key Stage 3 www.standards.dfes.gov.uk/keystage3/

OFSTED www.ofsted.gov.uk/publications

NALDIC www.naldic.org.uk

Books used by pupils in case studies

Gray N, *A balloon for grandad*, Orchard Books, London, 1994

Hillman J, *Puss in boots*, Mimosa, Australia, 1991

Hunt R, *New trainers – Oxford reading tree stage 2*, Oxford University Press, 1986

Hunt R, *The water fight – Oxford reading tree stage 2*, Oxford University Press, 1989

Rob's caterpillar – New way series, pink level easystart, Nelson

Steinbeck J, *Of Mice and Men*, Heinemann guided readers, upper level, Heinemann, Oxford, 1992

Stine R L, *Goosebumps Series 2000 – Brain juice*, Scholastic Children's Books, London, 1999

Symes R, *Tremors – Play... If you dare*, Macdonald Young Books, Hove, 1999