

A language in common:

Assessing English as an
additional language

About this publication

Who is it for?	Teachers and headteachers of pupils and students with English as an additional language, LEA support services, English teachers, those working in EMTAG-funded (ethnic minority and travellers' achievement grant) project.
What's it about?	The assessment of English as an additional language, including principles underlying assessment and assessment scales.
What's it for?	To support the assessment of pupils of all ages for whom English is an additional language.
Related material	<p>Teaching English as an additional language: a framework for policy (COM/96/605)</p> <p>Supporting the target setting process (STSSS)</p> <p>Not whether but how: teaching grammar in English at Key Stages 3 and 4 (QCA/99/418)</p> <p>Target setting and assessment in the National Literacy Strategy (QCA/99/363)</p> <p>Teaching speaking and listening in Key Stages 1 and 2 (QCA/99/391)</p>

This publication has been sent to:

Headteachers of primary and secondary schools and LEAS.

For more information, contact:

The English Team (tel: 020 7509 5624) or
The Equal Opportunities and Access Team (tel: 020 7509 5600)
QCA, 29 Bolton Street London W1Y 7PD

For more copies, contact:

QCA Publications, PO Box 99, Sudbury, Suffolk CO10 6SN
(tel: 01787 884444; fax: 01787 312950)
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Kevan Collins	Regional Director, National Literacy Strategy
Tom Gorman	Education Consultant

We welcome any feedback on this booklet. Please address your comments to:

The English Team
QCA
29 Bolton Street
London W1Y 7PD

About this booklet

This booklet is in four parts.

Part 1 sets out some key issues relating to assessment in general and to the assessment of English as an additional language (EAL) in particular. It explains how a common language and common approaches to assessment can be used in ways that help identify need and clarify entitlement for pupils learning English as an additional language.

Part 2 contains the scale for assessing early progress in EAL. It relates to Listening, Speaking, Reading and Writing, and gives two descriptions for attainment before English national curriculum level 1 and a further two descriptions for attainment within level 1.

Part 3 contains more extended exemplification of EAL pupils' progress and attainment. The purpose of this exemplification is to show how judgements take into account the diverse qualities of achievement in learning to use English. There is cross-reference to the standards and expectations of the national curriculum programmes of study.

Part 4 offers some general guidance about ways of using a system of profiling to monitor pupils' attainment, which may be used for reviewing current practice. This section highlights general principles that teachers have found effective when collating information and setting targets.

How to use this booklet

There are a number of ways in which teachers, schools and LEAs working together might use this booklet to:

- reach a common understanding of the nature of the standards for each step and level;
- agree the nature of the evidence needed to standardise judgements;
- develop understanding of how the standards relate to different groups of pupils;
- build on the information gained to enhance pupils' learning.

Within a school, teachers could discuss a coordinated approach to record keeping and assessment of individual pupil's progress, agreeing:

- what range of evidence should be looked for or collected, how often this should be done and by whom;
- what use will be made of descriptive records, such as those made on practical activities, speaking and listening, or notes about pupils' attitudes or behaviour;
- a shared method for noting crucial background information, such as competence in a heritage language, as well as fine-grained detail about pupils' progress in English and other subjects.

The staff as a whole could discuss how a school could organise and use the information gathered from the use of the steps and levels, including:

- how judgements against the scale will be standardised, reviewing the methods currently used for arriving at judgements;
- how assessment data will be used in target setting and what support is needed to ensure progress;
- how year-on-year data can be used to refine the approaches to target setting.

LEAs and schools could use this booklet to consider:

- how to use data about the attainment of different groups of pupils within the LEA;
- ways of comparing performance within the LEA with that of other LEAs;
- approaches to promote standardisation across schools and LEAs.

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 DfEE. 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 headteacher, 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 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 to 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 monlingual 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 English as an additional language 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 1997-8.

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 English as an additional language – 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 fulfil the broad band of achievement described. Pupils will demonstrate different strengths appropriate to 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 - or level - along the way needs to be ‘ticked off’ 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 criteria 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 teacher presentation to 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.

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 reading

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	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.
	
Level 8	

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. 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 - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.
Level 4	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.
Level 8	

The first steps in the scale

This section describes the progress likely to be made by pupils as they move into the English national curriculum main scale. Examples given in the text show the nature of pupil performance with respect to the steps in speaking, listening, reading and writing. It is important to note that pupils' spoken and written language may be assessed at different steps or levels of attainment, bearing in mind that competence in listening or reading may be higher or lower than productive language use in talk or writing.

Achieving step 1

Pupils show that they are **listening** to English by the way they attend to what others say or do; for instance, by their close observation of actions or by their alertness to words addressed to them. They may take part in activities in ways that show they can follow the give-and-take of exchanges, and use non-verbal gestures to respond to simple questions. Depending on the circumstances of the classroom, for example whether there are bilingual teachers or other pupils from the same language community, pupils may respond to English in their own language. Typically, pupils hearing English-only for the first time listen with concentration for short periods of time, and may remain silent for a period of weeks or months, as they process the unfamiliar language and learn to segment words and associate them with meanings.

Jatinder has been in nursery for one week and is sitting watching other children at table toy time. Mrs H. asks the children to line up. Jatinder looks at her but does not move. The teacher smiles at Jatinder saying 'Go and get in the line Jatinder!'. Jatinder gets up and goes towards the line.

Pupils' attempts to **speak** in ways which communicate meaning in English may develop rapidly, beginning with monosyllabic utterances ('yes', 'no', 'drink', 'toilet') to indicate instructions, greetings or requests. Words and phrases echoed from familiar classroom routines and instructions are likely to serve as tokens for the expression of a range of meanings, as yet without syntactical connections or inflections on words. For example, questions and statements may be distinguished by gestures and intonation only.

Sophia is a 13-year-old student from Albania who has been in England for six months and is literate in her first language. She can understand questions about herself without the need for an interpreter, as shown by her response to a sequence of pictures in which she named 'mother', 'father', 'bed', 'hospital'. Her pronunciation of words is clear and intelligible.

In **reading**, pupils show interest in books and in print around them. They take part in reading activities and try to make sense of texts. Early understanding about directionality is shown by an ability to follow a line of print from left to right and to anticipate that a page is read from top to bottom. Very young pupils and those who have had no formal literacy teaching learn how to handle books and recognise ways in which they might be grouped by topic. Familiarity with the way their names (and other key words) are written in English prompts pupils to identify some letters of the alphabet by shape and sound.

Benji is a 5-year-old who arrived in year 1 with no previous knowledge of English. When reading with his teacher he attempts to join in talking about the pictures as the pages are turned. Having been corrected on 'bus' and 'but', he reads 'bus' correctly. He recognises 'I' but is confused when it occurs as a capital letter at the start of 'In'. He easily identifies 'teddy' the second time it appears in the text.

EAL pupils' early development in **writing** may be similar to English first-language children who use letters and letter-like shapes to convey meaning, perhaps incorporating elements of orthography from languages other than English. Understanding gained from reading English is shown in the directionality of the writing and its position on the page. Older pupils who may be learning to write for the first time manage the physical processes of writing and the techniques of letter formation more easily than younger children.

Ahmed is a 12-year-old pupil in year 7, recently arrived from Bengal with no previous experience of literacy. He has written the alphabet by himself but has not attempted to compose any text. Formation of letters is generally clear, although the use of upper and lower case is not yet consistent.

abcdeFGHIJKLmnoPQRST
rstouvwxy

Achieving step 2

As pupils' stamina as **listeners** develops, they show that they can attend to and understand key words in face-to-face exchanges provided these are supported by clear and repetitive contextual cues, such as gestures and facial expressions, or illustrated by pictures and objects which clarify comments and descriptions. Their ability to understand what they have heard is shown as they carry out a task or follow an instruction without needing to see the response modelled in full.

Zainub is a 5-year-old pupil who has been learning EAL for one term. Following instructions, she matches balloon colours, lotto cylinders, and picks out several red cylinders to make a tower. When teacher asks 'all the yellow badges' to put the books away, Zainub does so.

As **speakers**, pupils begin to initiate talk in ways that invite response, using single words and simple phrases that are familiar to them. They show their understanding of how English works by demonstrating some control over the order of words in an utterance and by the intelligibility of their pronunciation.

Hanif is sharing a picture book with his teacher in Reception. The teacher asks: 'What can you see in the picture?' Hanif replies: 'Rainy ducks walking dark. Splash is a splash over here.' T: 'Where do you think the ducks are going?' H: 'They going home they hugging.' T: 'What's' happening now?' H: 'They putting some fire' (points to a candle).

Pupils' development in **reading** is shown by their ability to use sound and symbol correspondences, based on an understanding of some of the ways in which these are associated. They can, for example, recognise and name most letters of the alphabet and read whole words and phrases they have learned in different curriculum areas. In a context where their reading is supported by a teacher or other adult, they can follow texts as they are read aloud and make some use of reference materials.

Alfonso is a 12-year-old pupil in year 7, literate in Spanish but new to reading and writing in English. He attempts to make sense of his science textbook, reading word by word, slowly and carefully, pointing with his finger to hold his place. His pronunciation is uncertain and he seeks help from his teacher with words such as 'fuels' and 'cigarettes'. His grasp of meaning improves when he re-reads the passage following the teacher's reading.

Pupils' attempts to express meaning through **writing** show knowledge of letter strings in English or simple words which draw on their understanding of phonic and visual patterns in spelling. What pupils write is closely linked to talk around the text supported by pictures, given phrases or objects. Pupils 'read back' some of what they have written, although their work needs to be interpreted by someone familiar with its immediate context.

Pupils were asked to write about their family for their new teacher. Alisha wrote: 'My mum Dad my brothers and my sisters live in my house.'



MY MUM DAD MY
SISTERS MY BROTHERS
LIVE IN MY HOUSE

Her writing shows:

- knowledge of directionality
- use of upper and lower case letters
- some correct letter strings including whole familiar words (Mum, Dad)
- some phonetically plausible attempts (sisters)
- distinction between drawing and writing

Moving into the national curriculum main scale

Achieving level 1 (threshold performance)

At level 1, pupils' performance is highly dependent on teacher support. Their ability to listen and respond may be shown in different contexts, provided these are characterised by clearly modelled exchanges, such as straightforward comments or instructions. Pupils are able to follow with some understanding what different speakers say.

Pupils **talk** about things that interest them or respond to questions about what they are learning, for example they talk about events or ideas in poems, stories or information texts. With support they can extend what they say, and may supplement their meaning with gestures or by varying tone and stress. Their spoken English, though comprehensible, is characterised by the use of a single tense such as the present, and shows an absence of word endings, inflections and syntactic connections.

Although initially reluctant to speak, with encouragement Raisa readily answers and asks questions in a one-to-one situation. She makes good use of the English vocabulary and grammar that she knows to communicate her meanings, eg 'My lesson here any Friday?' to check whether an arrangement was going to be the same every Friday, and 'My geography book is in Miss' to say that the teacher had her book.

Pupils at the threshold of **reading** level 1 read a range of familiar words and, with support, can establish meaning at sentence level when reading aloud. Characteristically, the cueing systems at word, sentence and text level are not working systematically. For example pupils may be able to work out unfamiliar words by identifying initial and final sounds, but may not have sufficient general knowledge of word meaning to check for sense in relation to longer structures of text.

Writing at threshold level 1 shows that pupils understand some of the ways in which words and sentences are divided and ordered. What they write can, in part, be read by an outsider, despite, for example, some inconsistencies in the size and orientation of letters and non-standard spellings which do not necessarily follow the phonological patterns of English.

Hamish's writing was done following whole class oral 'recount' time, when children exchange news. With their teacher, they discussed what to include and were given prompts including 'when?' 'who?' and 'what?'. These prompts were displayed on the classroom wall to be used as reminders. Hamish decided to put the title 'RICCt' and wrote: 'On Wednesday afternoon Miss L---, Miss W-----, Miss Sh---- was in the classroom. We making the gingerbread man biscuit because we read the book.'

6.12.98

nowedily @:aftn 00 n
 MISS L --- MISS W -----
 MISS Sh ----- w
 IN THE CL OLS ROM
 WE MAKING THE GINGER
 BREAD MAN BISCUIT
 BECAUSE WE READ THE BOOK

Hamish's writing illustrates:

- some understanding of sentence structure in ordering ideas and giving an explanation ('because')
- ability to follow a given text structure (When? Who? What?)
- inconsistent spelling strategies (biscit, biks, wedily, cloislsrom) in mapping sound-symbol correspondence
- insecure use of auxiliary 'to be', but some ideas about tense and number

Achieving level 1 (secure performance)

Pupils learning English as an additional language will show abilities in line with English-only pupils in key aspects of the expectations for this level.

As **listeners**, pupils follow what others say, picking up clues from actions as well as talk. They pay sustained attention to clear sequences of instructions, explanations or turns in conversation, and make appropriate responses, although they may take time to absorb what they are hearing and need the support of visual clues. A growing vocabulary is evident from their ability to respond meaningfully to what they hear.

As **speakers**, pupils begin to use connected utterances which enable them to carry their part in a conversation and sustain the interest of different listeners. For example, they are able to express some of the ways in which ideas and events are linked through their use of English grammar.

Attiya is in a small group of other year 1 children talking with their teacher about visiting other countries.

A: My grandma's been to Pakistan.

T: Did she go by herself?

A: We went to the airport to let her go. We let her go, and you know my mum and my aunty start crying and we went home.

T: Has your Grandma come back?

A: Yes, and she bring everyone in my house lots of toys and things for Eid.

Pupils performing securely in **reading** at level 1 follow an age-appropriate text with support, reading some parts of it accurately. Pupils may use cueing systems unevenly, for example by concentrating on print to the exclusion of picture cues, or being unable to decide on the relative importance of layout conventions. They derive meaning from texts by more than one strategy as they read aloud, drawing on knowledge of letters, sounds and word meanings. In response to a teacher's questioning, they show understanding and response by commenting on events and ideas in poems, stories and non-fiction.

*Godze is a 7-year-old pupil in year 2 whose first language is Turkish. She has been in school for almost two years. When reading books which are familiar to her, her decoding skills are good and her pronunciation is excellent. However, more complex stories, such as *The Snow Lambs*, present challenges at the level of vocabulary and context. She does not appear to take account of the links between illustrations and text, and despite prompting from the teacher, does not seek clarification of the meaning of words such as 'elm' or 'river-field', nor is she able to predict within the genre of the story what sort of 'trouble' the approaching storm might signal. Her suggestion that there might be a problem because 'this place belongs to someone else' is plausible, but not related to the text.*

Pupils performing securely at level 1 in **writing** convey ideas to a reader through recognisable phrases and whole statements. Grammatical patterns may be irregular, for example in the use of inflections, articles or negatives, and spelling may not be secure in its representation of the sounds and structure of English words. The clarity and orientation of most letters enables much of the text to be read. Pupils working at this level write in different ways, showing some awareness of broad differences between writing fiction and non-fiction.

Achieving national curriculum level 2

Assessment at national curriculum level 2 marks the beginning of independent use of English for all pupils.

There are many different routes to this level, and varied profiles of performance within it. EAL learners attaining level 2 continue to need support, and their performance will still need careful monitoring. The beginning of independent use of English does not suggest confident and competent control of spoken and written language across the entire range of school subjects.

Broadly speaking, attainment of level 2 recognises that pupils:

- take part as speakers and listeners in most classroom exchanges, including speaking for different audiences, listening and responding, joining in group discussion and interaction, and working in role and in drama activities;
- begin to read a variety of fiction and non-fiction without support, showing that they can sustain accurate, independent reading over short passages of the text and, in response to teacher questions, give their views on some of the main points of the story or information;
- write with sufficient accuracy and legibility for their meaning to be understood by an outside reader, and show that they can write for different purposes such as telling a story or giving information.

For pupils to be able to produce and understand language at this level, they need knowledge of the vocabulary and grammar of English, and understanding of how language changes according to context. These are great challenges for new learners of English, since school is often the main source of English. Although they may be judged to be at the same overall level as their peers, gaps in EAL learners' general knowledge of English and how it is used will often mean that they need further help. For example, teachers draw attention to the way some EAL learners appear to plateau in skills development. Common problems include:

- oral fluency in social contexts not matched by range in formal written work;
- social uses of talk not matched by uses of talk for learning;
- technical accuracy in reading not matched by response and understanding;
- grasp of subject-specific vocabulary not matched by understanding of either informal everyday words, or figurative extensions of their meanings.

The teaching and learning of these uses of language is particularly important for EAL pupils.

A crucial distinction between level 2 English and performance at level 3 and beyond is the breadth and depth of pupils' linguistic repertoire. The level descriptions for English at levels 3, 4 and above stress:

- range;
- adaptation;
- response;
- coordination of strategies for understanding;
- use of more formal registers of language.

The significance of these aspects of work in English cannot be underestimated in helping EAL pupils to make substantial progress.

This letter was written by a 13-year-old boy in year 9. He studied English at school in Pakistan for two years and is literate in Urdu.

Dear Mister E

I should have wrote you sooner but I have been busy. Me [mates] have been naggin me to get in touch. We have this band its called Wave Machine and we was wonderin if you should be intrested using us for gig at year club. Which we rekon is grate. I should we post you a tap of the kinda stuff we do, have played at our local club and sez we was grate, don't worry we would not much bread [any] nite would do us. Write as as sooner possible or give us a bell if that soot your truley hopefully

His work, assessed at just below level 3, shows:

- *some understanding of the form and practical purpose of letter writing;*
- *strong influence of spoken English idioms and structures, not suited for the formality of a letter;*
- *non-standard spelling, with some phonetic plausibility;*
- *a broad understanding of the use of full stops and capital letters, although punctuation is not used effectively within sentences.*

The work was not awarded level 3 because the basic grammatical construction of sentences is not sufficiently secure, despite some evidence of how written language might be shaped through the use of 'if', 'which', 'or'. The basic model for the text appears to be speech rather than writing however, and suggests a considerable gap in understanding how the two might be bridged.

Problems such as these may be noted in the work of many pupils whose written work is on the borderline of national curriculum level 3. For a pupil's work to be still at this level in year 9 represents a serious challenge. It indicates the need for a significant intervention if such pupils are to be able to use English sufficiently well to cope with public examinations in the short amount of time remaining for compulsory schooling.

Part 3: Examples of pupils' attainments in English

Shaheena

Shaheena is a 7-year-old pupil in year 2. Her written work was sampled over a year and offers implicit evidence of her spoken language ability and competence as a reader, and indicates that she is making progress on a par with English-only pupils of the same age. She is obviously able to use English to express a range of meanings and appears quick to self-correct errors in spelling. However, while she is developing as a writer by drawing on her knowledge of the sounds and structures of spoken language, a number of her phonetic attempts do not correspond with the sound patterns of English, creating difficulties for an unfamiliar reader. This, combined in the initial samples with a lack of punctuation and a mixture of upper and lower case letters, resulted in a mid-year assessment of secure level 1 for writing, despite the evidence of a growing range of forms and promising stamina in using writing to communicate meaning. Her teacher assessment for reading, and for speaking and listening, were both within level 2.

Language history

Shaheena was born in the UK and speaks Punjabi at home.

Speaking and Listening

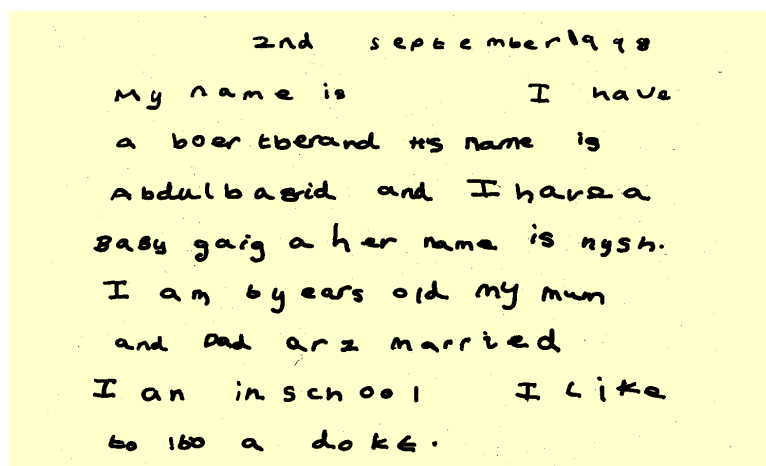
Initially, Shaheena was very unsure when speaking and listening. She still becomes anxious in some new situations, but recently presented her news to the class and was confident enough to include a lot of detail. She talked confidently to a visitor about her work. Sometimes she relies on gestures to clarify her meaning, but her speech is clear and comprehensible. She listens attentively.

Writing

Context

At the beginning of the year, the teacher modelled an example of self-description on the board. Shaheena explained the process as:

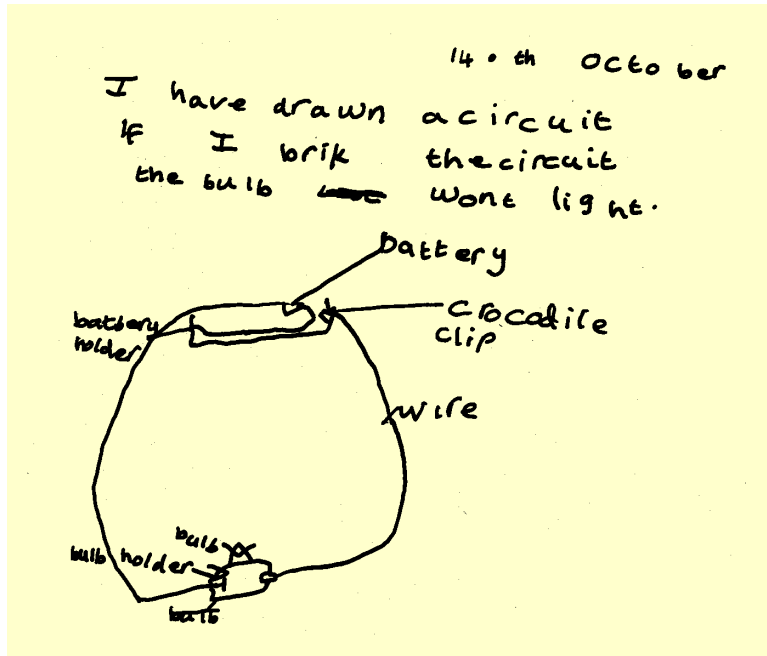
Then teacher wrote: 'I am Mrs ____.' Then she wrote something else. 'I have a husband.' Then she rubbed it all off, then we started to do ours.



2nd september 1998
My name is I have
a boer tberand his name is
Abdulbasid and I have a
baby gaig a her name is nysk.
I am 6 years old my mum
and dad are married
I am in school I like
to be a doctor.

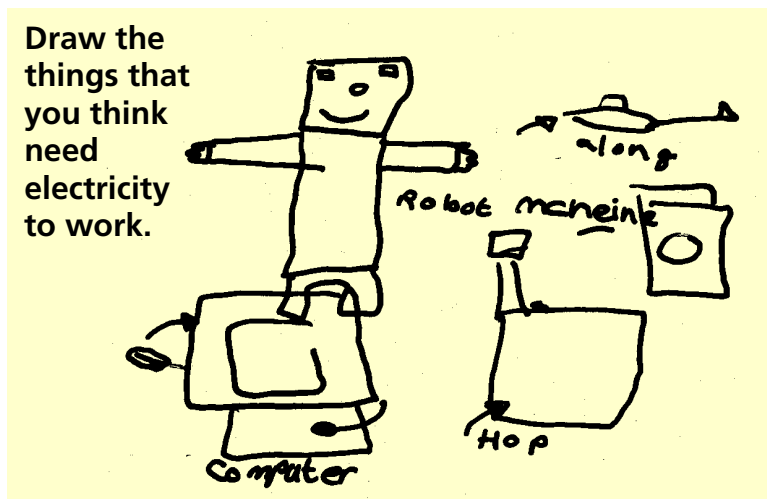
Shaheena writes simple sentences, several of which are joined together by 'and' and minimally punctuated. Her spelling shows some attempts to write phonetically and pay attention to initial and final consonants, for example *brerther, dokt*.

Work on electricity



The children experimented with an electric circuit and were then given the vocabulary. Later, they drew and labelled their diagram. The accompanying sentences reflect a discussion that had taken place, and Shaheena makes use of the spellings of key words written on the board. The children were asked to explain what would happen if they broke the circuit, but further questioning would be needed to reveal the extent to which Shaheena understood the concept of circuit breaking following her spoken commentary:

*We've got to get a battery, then you put the wire on the battery.
 Then there's another two wires (showing her diagram) and then you
 put those things on 'crocodile clips' (term supplied by her friend)
 and then the light bulb lights up.*



When looking again at her drawings of things that use electricity, Shaheena read the words easily: *robot, iron, machine, OHP*, and added, *I've put the H first*, indicating an ability to self-correct.

For the assessment task at the end of the topic, Shaheena misunderstood the question 'How do you know that these things need electricity to make them work?' as 'Where can you find out about electricity?'. In this text, her sentence structures are simple but clear. Although she is able to use upper and lower case letters and a final full stop, sentence punctuation is incomplete. Her spelling shows phonic attempts at unfamiliar words: *peupull*, *dikshenerry*.

How do you know that these things need electricity to make them work?

We can bck in a
~~the~~ Book and find out ALL
abttt electricity and
samtans you can ask other
peupull And you can look in
in a dikshenerry.

Account of a class visit

Before going on the visit, the class looked at written accounts of visits, and discussed the kind of information that readers needed to know. The teacher modelled writing on an account of an earlier visit, using prompts such as: Who? When? Where?

The stchre toad - The Zoo -
 On the 8th of Dember mis mis and Mr
 and ZA went to the Zoo belos wa
 hed zo Mabis on the way Ruth and me
 shag the ing keps saig son we got ther
 we went in sid then we went up
 sted fose of all we thok arw shosy and
 cos of Nexts we went down sid agn mis
 Ali said we can phy es me and arn went
 on theyel sleds then hed tea to jrix and
 oi So b we ned isomd chos too. then
 It was time to go bak mis Ali said
 Is him wso bak er on said ooh

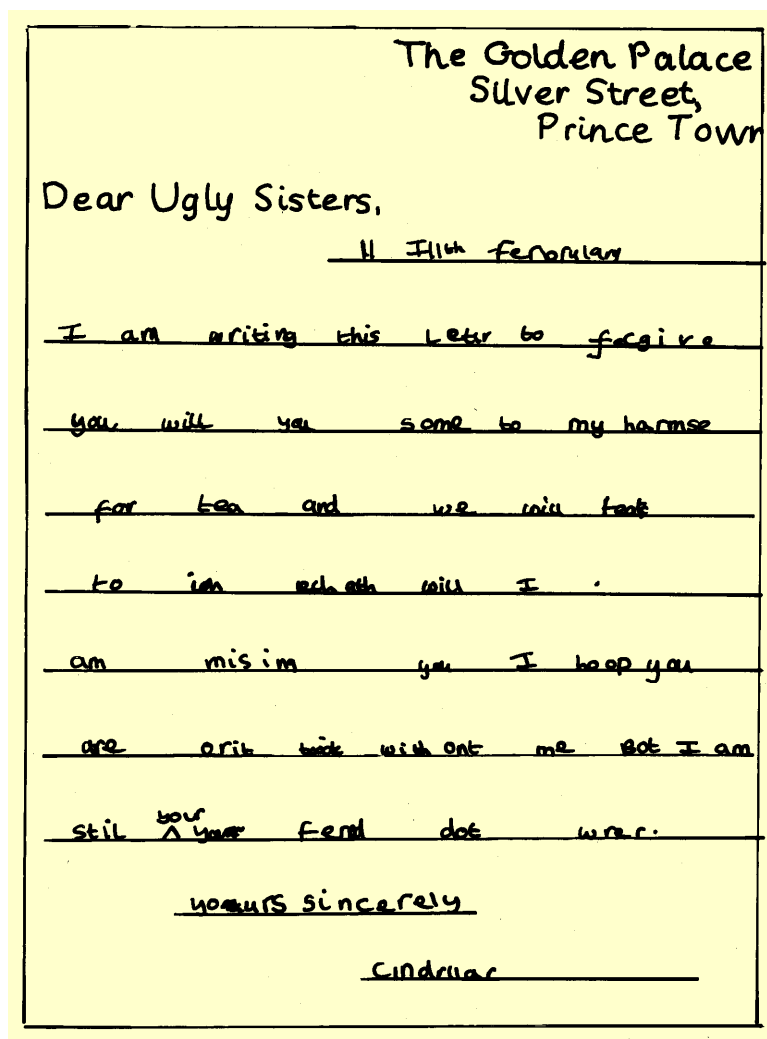
won the way Ruth and me me sandy
 none no the door wen we got to the sop
 It was thim for Spie Book ^

The End

Shaheena wrote an extended account of the visit to Alphabet Zoo. It is clearly sequenced and includes well-chosen detail. Her sentences reflect earlier class work on the beginnings of sentences: *on the 8th of December, soon, then, first of all, next, on the way*. However, the text is difficult to read because, although there are many attempts at phonetic spelling, which Shaheena was able to read back (*mabls, bak, evreon*), the sound-symbol correspondences are not easily mapped onto English. The final or middle syllables of some words are missing, indicating difficulty with phonemes: *yell* for yellow, *sple* for special. Some spellings suggest a memory of visual patterns: *thok* for took, *thiem* for time. Her word *downside* seems to be an amalgam of 'downstairs' and 'outside'. When asked to read her account aloud she read fluently, even though it had been written several weeks earlier.

The trip to Alphabet Zoo. (Adding, I didn't know how to spell 'alphabet.)

On the 8th of December, Miss..., Miss... and Mr... and 2A went to Alphabet Zoo because we had 20 marbles (a class reward, chosen by the class). On the way Ruth and me sang the Inn Keeper's song. Soon we got there. We went inside then we went upstairs. First of all we took our shoes and coats off. Next we went downstairs (she read 'downside' as 'downstairs') again. Miss Ali said we can play. Me and Farah went on the yellow slide. The children had some tea to drink ('I didn't know how to spell it') and I saw we had some juice too. Then it was time to go back. Miss Ali said, 'It's time to go back'. Everyone said 'Oooh', (read with a falling intonation to express real disappointment). On the way Ruth and me sang 'Knock, Knock, Knock at the door'. When we got to school it was time for special book. The End.



This letter was written after the class had re-read the story several times, acted it in small groups, retold their versions, and 'hot-seated' characters. Shaheena's ability to 'become' Cinderella is reflected in this work. Her writing is in an appropriate style, and she knows about the format of a letter, although she places the date after the greeting. Sentences are well formed, with some variety of sentence pattern. Her handwriting is even. Spelling is more conventional than in earlier writing, and some common monosyllabic words are correct: *will*, *you*, *come*, *for*, *tea*. Several words are almost correct: *missing*, *ech*, *stil*. Her mis-spellings again reflect attempts to spell phonetically: *hoop* (hope), *dot* (don't), *wrer* (worry). She self-corrects *ich* to 'ech' (each).

As with her other writing, Shaheena was able to read this aloud fluently and confidently, only stumbling over *missing* which she worked out by looking at the first syllable. When asked if there were any words that she wasn't sure about, she identified *orit* (all right) and *ech*, saying *There's an 'e' and an 'a' there*.

Comments on writing

Shaheena communicates meaning in different forms, for example a letter, an account and a labelled diagram. She organises her own writing and is beginning to take account of the reader. Her work shows that she is developing a range of grammatical structures and sentence patterns.

Over the course of six months, Shaheena's spelling has improved to the point where others can more easily read her work. Her reliance on phonetic strategies enables her to write with considerable fluency. Unfortunately, the phonology she uses is not readily accessible.

Comments on reading

Shaheena is able to read simple texts independently. When the subject matter of the text is familiar, she uses context as well as phonic cues to make sense of what she reads. When the subject matter is unfamiliar, she relies more on phonic cues and sometimes loses the meaning. She loves reading, especially revisiting poetry and stories that have been read in class. In class, she offers comments about differences between texts, or between different versions of the same story.

Rehana

Rehana is a 9-year-old pupil in year 5, and her profile of written work over the space of six months shows steady progress in English, although there is still much she needs to achieve before the end of key stage 2. Her work shows the effect of different kinds of support, including frames for sentences and longer texts, talking around a text before writing, and group work in role. Over the six months represented, Rehana's increased control over letter formation is obvious, and her spelling of most content words remains careful and generally accurate, with 'invented' words plausibly phonetic (for example *asok* for 'it's ok'). The main errors in her writing relate to non-standard constructions, including the omission of 'to be' when used as an auxiliary verb, and the omission of definite articles and prepositions. Although Rehana's work is nevertheless comprehensible to an outside reader, there are key elements of English grammar that Rehana still has to take in as she learns and reads more.

Overall, Rehana's reading and writing were judged to be secure level 1, because although her work is both responsive and lively, she still depends on teacher support. In this case study, there is insufficient evidence to award a level for speaking and listening, but her comments about books suggest that her spoken language skills are in advance of her literacy.

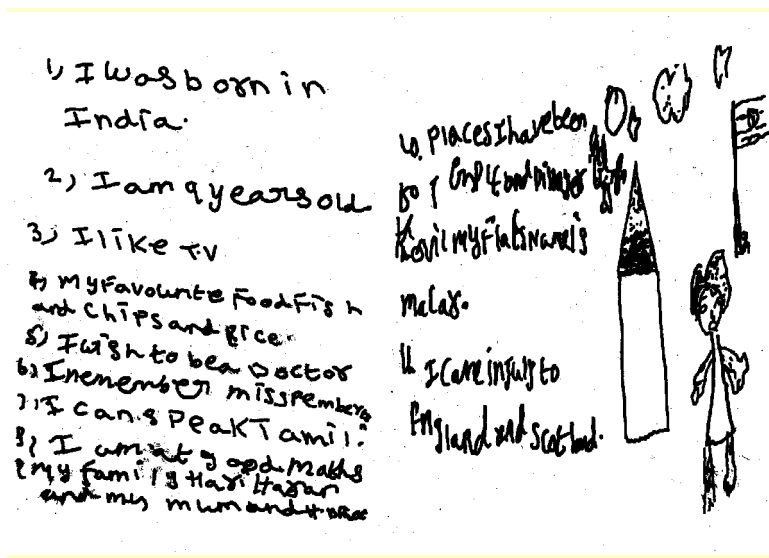
Language history

Rehana arrived from India in year 5. She speaks Tamil but does not write it (although she is familiar with the script).

Writing

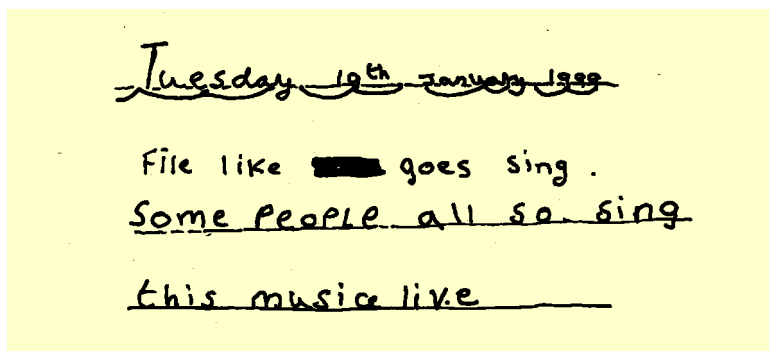
Diary account (October 1998)

Shortly after her arrival in September 1998, a final draft of an 'Ourselves' booklet was written. A small group of children talked about themselves with the class teacher and then brainstormed various ideas, which the teacher wrote on the board. First drafts were written and the children chose how to present the final form.



Rehana's work shows a mixture of her own ideas and those provided by the formal structure of the group discussion. For example, the word order of points 10 and 11, in which Rehana aims to express her particular experiences, suggests that these sentences were not modelled for her in advance.

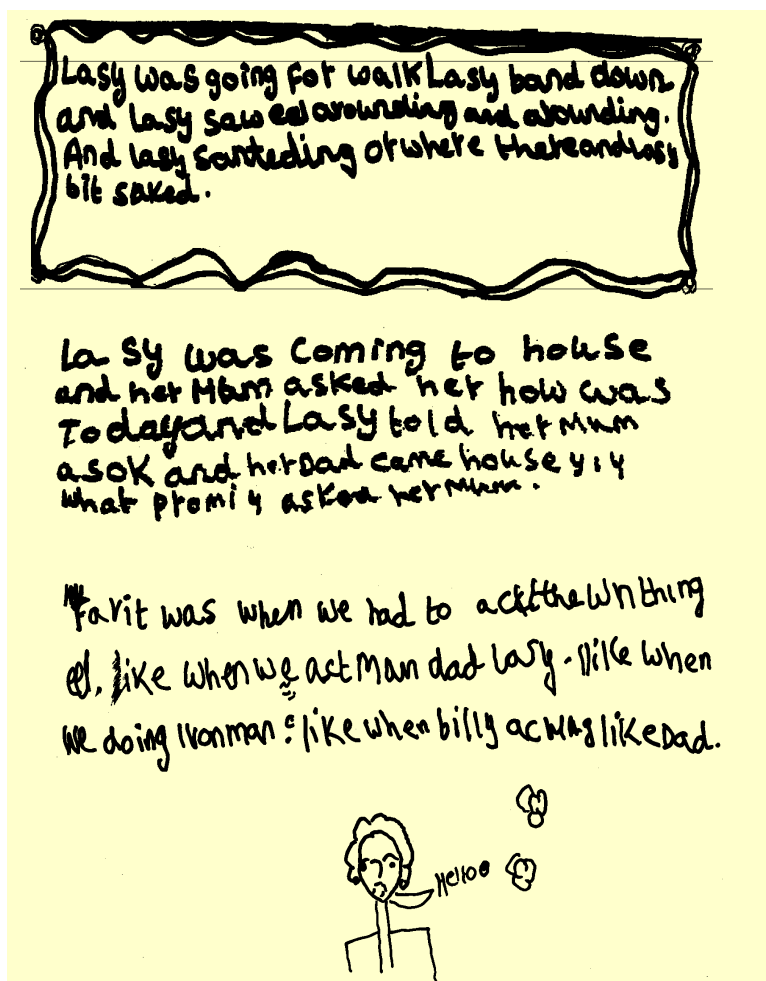
Responding to music (January 1999)



The children were given the opportunity to respond individually, and in any way they wanted, to a piece of music that they enjoyed. It was suggested that they might draw or write. When discussing her writing, Rehana said that she felt as though the music made her sing. She is trying to express her feelings, and her writing shows the use of some phonic strategies to spell unknown, or unremembered words. Her formation of letters is more accurate than before, but without the support of a writing frame she is not certain of word order.

Writing after work in role (February 1999)

In February, the class read *The Iron Woman* and did some work in role. At each stage in the work, they were asked to respond in writing. The writing was done independently following the role-play and the discussion. Rehana remembered the 'writhing eel' and could re-enact that part of the story.



Rehana took a pride in her work and expressed her understanding of the story and of the dramatic representation. She also related this to her own experiences, commenting that her Dad sometimes asked her 'How was school today?'. She has the confidence to experiment with words, for example *arounding and abounding*. The structure *I like when...* shows a developing attempt at subordination in English. She uses a range of tenses appropriately, although there are times when she omits the final 'd' on the past tense, reflecting a similar pattern in her talk. Articles and prepositions are also omitted.

Writing about a shared text (March 1999)

The class had been reading a version of *Red Riding Hood* in the shared reading part of the literacy hour and were then asked to think of various ways in which the characters might react to the ending which, in this version, involved the wolf being tied up in the shed. They illustrated and discussed the ending by having one of the children 'bound up' and 'hot-seated'. Rehana and the group were helped by the language support teacher.

Red Riding Hood said " I think
~~he should live in the Zoo~~ because it's
no problem for us

Grandmother said " ~~Maybe we give~~
~~some poison for Wolf.~~

The woodcutter said " ~~may be him~~

* ~~kill with axe~~
^{him}

So they decided to ~~take him~~

~~to Zoo for happy.~~
^{to make him}

* Red Riding Hood said " IF we kill the wolf:
~~we get to Pleasant~~
^{go} prison

Rehana's work shows that she has understood the task and realised that different characters might make different suggestions. She completed the sequence of suggestions showing developing competence in reading and writing, despite some mistakes in word order (for example *him kill* for 'kill him') and in the structure of verb phrases.

Guided reading

The group was reading *The Night I Saw a Vampire*. Rehana partially understood the text, showing a good sight vocabulary. The phrase 'a sense of direction' confused her, and having referred to the picture, which was of a house, she re-read it as *decoration*. She then talked about the colour and style of the house. When prompted, she looked for the rhymes in the text, and read 'knees' unaided.

Independent reading

January 1999

Independent Reading

Reading Sample

Name:

Date	5.1.99
Titles of book(s) texts *known *sampling procedure (informal/running record)	'Five Minutes' Peace' by Jill Murphy Unknown.
Overall impression of child's reading	Joined my class in Sept. + English is her second language. She reads very enthusiastically but tends to want to just get through the book! Needs to slow down + read more for meaning.
Strategies used	recognises when she can't read a word but immediately looks up for support rather than attempt it herself. She uses the pictures to help her understand the general meaning of text. She needs to be encouraged to sound out words by herself because she can do it. Her slight vocab. is improving constantly due to her enthusiasm for reading.
Child's response to text	She likes the characters. She didn't have a favourite one. She likes the pictures.
Child's development as a reader	
Support for further development/experiences needed	She needs to be told + re-told how to spell out words and needs to be encouraged to act when she doesn't understand.
Other comments/reading observations/favourite books	Animal stories + joke books. No favourite book.

Comment

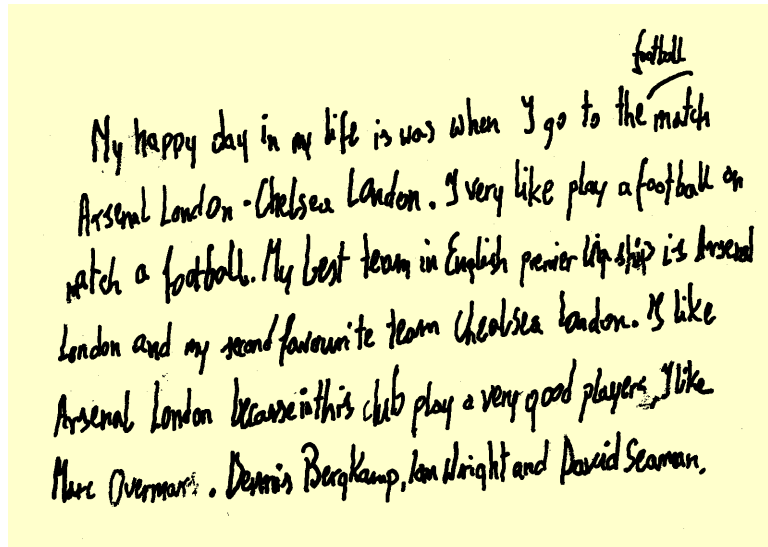
Rehana's English is developing rapidly. Her enthusiasm for reading offers many possibilities for further development of both speaking and writing. For example, the work done on *Little Red Riding Hood* illustrates a way into quite sophisticated structures not yet evident in spoken language. At the same time, samples of Rehana's unaided writing suggest the need to provide time for rehearsing ideas in speech in order to clarify and sequence meanings before putting pen to paper.

As a reader, Rehana needs to have a wider range of strategies modelled for her, so that she needs less support from the teacher or from illustrations.

Yurek

Yurek is a 14-year-old pupil in year 9 who arrived from Poland as a beginner in English at the start of the school year. He is literate in Polish and followed normal schooling in Poland. He is making rapid progress in English, and attained a national curriculum level 4 in English, maths and science and a GCSE grade A in Polish at the end of the school year. His early work in English shows the transfer of key understandings about literacy, which the support teacher was able to build on in developing Yurek's competence further.

Writing: unaided first draft



This sample of writing, done soon after entry to school, indicates a good grasp of the conventions of sentence construction, spelling and handwriting. Although the vocabulary range is somewhat restricted, a clear meaning is conveyed by the text and Yurek makes the most of his resources in English to write a simple personal account.

Speaking and Listening

Context

When talking to his teacher about his family, Yurek explained:

He work in building... he do big construction... he go to underground... I go to bus stop... I go to H91. It's 8 stops to the school. I'm not (speak English well)... My uncle speak very good English

When explaining the Polish school day, he said:

Sometimes school start at 8 o'clock or 10 to 10. I finish school, sometime 4 o'clock sometimes is 3 o'clock. I don't remember very good

He went on to ask his teacher:

Are you working here on other days in this school, not only on Tuesdays? what you doing at home after work?

Comments

Yurek sustains a conversation about himself and responds to a range of 'Wh-' question forms, using mainly simple present tense constructions. His speech shows:

- appropriate use of negatives (most of the time);
- some control of subject-verb inversion in wh- question forms such as *are you...* (but not in other question forms such as 'Do you...?');
- an ability to use adverbial phrases of time and place (*in this school*).

Other evidence shows that Yurek identifies and remembers sequences in talk, and listens with understanding to peer group conversations. Some teacher instructions and teacher exposition are difficult for him when words or ideas are expressed in complex ways. However, Yurek draws on prior knowledge of schooling, as well as on written and graphic cues, to aid understanding.

Reading

Yurek reads sentences which have complex subject-verb-object patterns. The following is representative of the type of text he is reading in history:

The Depression of 1929-32 increased the support for extremist parties in Germany. As a result, in 1935, Hitler came to power. Hitler took Germany out of the League of Nations and started to rearm...

In response to this text Yurek:

- identifies key content words which convey main ideas;
- uses a bilingual dictionary to help with meaning;
- identifies base words within other words (for example 'start', 'started');
- uses some word attack skills (initial sounds, some blends).

However when faced with text of this level of difficulty, Yurek's reading is slow and hesitant, and he needs considerable adult or peer support, such as paired reading.

Writing

Context

The class was studying Germany and the rise of Hitler and the Nazi Party during World War II. One lesson dealt with the five steps leading to World War II, using the class textbook. The teacher began by recapping the previous lesson and pupils read aloud extracts from the textbook before responding to oral questions. The teacher summarised on the board the five steps to war, together with key words and brief notes for each. Pupils then copied these into their books.

Support given

The support teacher listed vocabulary, some to be looked up in class in the Polish/English dictionary, and some to be looked up at home. Two pages from the text were photocopied, and Yurek was asked to highlight with a coloured marker the five steps. With help from the teacher, he highlighted key words associated with each step in a different colour. Some words, for example *remilitarisation*, were broken down into root/morphemic components, and reading aloud and pronunciation were also included in the lesson.

Yurek wrote about the five steps after the lesson, without any help from notes or the textbook.

Five steps to war 99/2/28
Five steps to war is the one of Adolf Hitler's plan to win with all the world and want be a king of all the world. The first step is about army. Adolf Hitler when he want fight with another countries he must be has a very good army. Adolf Hitler tell for people German people very good things, he give a German people a lot of money also he tell he give for Germany power and he broke the Treaty of Versailles. Another step is joined Austria-Hungary to Germany for strongest country and army and when he joined with Austria-Hungary he broken the Treaty of Versailles, also another step is remilitarization Rhineland, Adolf Hitler put the soldiers in Rhineland. The step 4 is about Czechoslovakia and Sudetenland. Adolf Hitler want Sudetenland because this place is very good for defense and for attack, and Germany need this because he has everyone the side North, West, East but not side with Sudetenland. The last step is about Poland. The Treaty of Versailles give for Poland and German free city Danzig but Germany want be only this city, and Poland don't want give this city for Germany.

The text shows that Yurek can write at length. His work shows some structure and logical progression of ideas, making good use of the scaffolding provided by the teacher. Although he relies on mainly one tense, there are signs of other tense forms emerging (*broke, broken, joined*). Many common words are spelt correctly and key words have clearly been learned (*Treaty of Versailles, Rhineland*). Yurek uses a number of ways of connecting sentences, such as pronoun reference (*he*), time sequence (*last step*), and determiners (*another*). Difficulties arise as Yurek tries to develop an explanatory commentary around each of the five steps, as would be appropriate for an extended history essay. In order to do this in English, Yurek needs to learn more about the ways of using complex sentences and handling nominal groups which are often long and complex (eg 'links between Germany and the Austrian-Hungarian alliance').

Overall however, this work displays a good understanding of history content, and was assessed at level 3 in both English and history. For Yurek to achieve higher levels, he needs to learn more about how, in English, to write about Hitler's aims and opinions, giving different views on the events, incorporating more of his own interpretations. Work done later in the year, and following particular support from the specialist teacher, shows some development in the use of language to reason more clearly.

Describe and explain the work of the United Nations

The United Nations was replace of League of Nations. The main purpose of United Nations was to prevent conflict and keep peace between nations. The United Nations was given greater powers to agree to the use of force if necessary, but League of Nations doesn't have that power like United Nation had. The United Nations had also Security Council which was Britain, France, Soviet Union and USA. The United Nations could only work if Security Council members agreed, also Security Council could use its VETO to block a recommended action.

Kennedy's choices

I think the best choice for president Kennedy will be Blockade. In this choice use a lot of good things. USA can show for USRR it is serious, but it is not big reason for start war. - That choice is good because Khrushchev have to decide what do in future. This decision will be very hard because USRR doesn't have that big army, heavy like USA and if Khrushchev don't think anything USA can start another options. Blockade has one reason against which is missiles on Cuba. There were still on, and USRR can use it. Another small problem is Soviet Union might retaliate by blockading by Berlin, but USA can defense Berlin because we have bigger army.

Alena

Alena is a 15-year-old pupil in year 10. Her work shows the rapid progress made by a pupil already literate in two other languages, and with substantial experience of primary and secondary schooling. At the end of one year in an English school, her performance profile was a secure level 1 for both Listening and Speaking, level 4 for Reading and level 3 for Writing.

Language history

Alena arrived from Albania in 1998 and completed one full year of education in year 9 in England. She had six years of schooling in Kosovo and is literate in Albanian and German, having had one year's secondary schooling in Germany. During her first three months in the UK she often found it easiest to convey her needs in German.

Speaking and Listening

Context: Informal discussion

The year 10 teacher talked with Alena about her personal situation, and ranged over a number of topics including future prospects, job opportunities, family movement and domestic arrangements.

This was all new information for the teacher and communicated mainly in simple two or three word sentences, often without verbs. When the teacher outlined possible consequences of moving to another school, Alena listened very carefully and clearly understood the main points about, for example, the consequences of changing courses in year 10. She made very little reply as she absorbed this, but responded by nodding or shaking her head.

Alena talked clearly about her competence in English and Albanian, and attempts to make comparisons: *I forget Albanian. I don't know Albanian in school.* She talked about the possibility of returning to Kosovo, discussing the situation passionately: *It is war for 500 years...Turkey... Albania.... Serbia. Turkey took our land. Christian (hand slices down) Muslim. They took it... If war start again in our country everybody die.*

Comment

This is a powerful example of how performance is affected by involvement with the subject: in other situations Alena finds it difficult to talk at length about herself. She often begins to discuss personal issues, and then stops herself, moving her hands and saying *Oh it doesn't matter*, clearly frustrated by the difficulty in communication. However, she listens attentively and understands the main arguments.

Context: History of medicine

As part of classwork, Alena was asked to answer two written questions in her exercise book: 'Why was Páre important?', and 'What effect did Páre's ideas have?'.

Record of discussion to support written classwork

T: (reading question from blackboard) *Why was Páire important?*

A: *He knew the* (gesture spreading hands and moving them apart, a gesture she often uses when she can't find the word she needs) *of wounds and gunshot.*

T: (dictating) *He knew about gunshot wounds. What exactly did he do?*

A: *Some of them* (gesture) *gunshot was poisoning, but it was not. Bacteria was poisoning... like Miss said.*

T: (dictating) *Other people thought that gunshot was poisonous, but the wounds were poisoned by bacteria. What did he do?*

A: *He used* (hesitates, gestures, finds word) *egg... yolk of egg... something like oil of egg... boiling oil? No, oil of roses and paint... painting... turpentine.*

T: *He used yolk of egg, oil of roses and turpentine. Did it work?*

A: *No it didn't... Yes it did...* (This confusion may have come about because the class teacher had been stressing that Páire's new treatments were not adopted in his own time and Alena struggles to express a qualified answer.)

The textbook was then re-read with the teacher.

Comment

This work shows how the teacher's questions helped Alena to restate the main elements of Páire's achievement. Throughout the transcript, Alena's hesitations and use of gesture show the extent to which she was searching for ways of expressing what she understood about the topic with appropriate complexity. At the outset, she appeared to be trying to make a connection beyond a simple statement between Páire's knowledge and his observation of wounds, for example 'he knew about the effects or symptoms of gunshot wounds', which would lead her into her next point, 'whereas some people thought these were caused by the gunshot, he thought they were caused by bacteria'. Although the scribed version of her account is clear, and covers the 'facts' of the case, it does not extend her written language by showing how a line of reasoning might be developed through casual connectives and subordinate clauses. The attempt to confine the account to factual details falters at the end, when Alena is unable to express a qualified judgement on the outcomes of Páire's treatment.

Reading and Writing

Context: work in English, based on *Telling Tales*, a set text for GCSE English.

This piece of work was preceded by repeated readings, discussion and supported note taking. Alena wrote the essay independently within a given writing frame (underlined), and in the final draft she found reassurance by saying aloud what she was about to write. She asked for help with a few spellings, for example 'serious', 'extinguished'. The frame had been read through with the group, but no help was sought in re-reading it.

The other story by H.G. Wells examines the incidents surrounding a haunted room. He though the three old people warn him not to stay in the room because he doesn't believe it's haunted, ~~and~~ ^{he} has a very bad experience. For example, when he was in the room the candles extinguished then he was knocked down by someone or something and awoke in daylight. Mystery is created by the candles and the darkness. The end section is particularly effective because the mystery is sort of solved and he now believes the room is haunted not by a ghost but by black fear and sins of "black fear and there will be as long as this house of sin endures" both stories are told in a person narrative. This is an interesting ~~and~~ technique as the narrator is telling the story and makes the reader feel more involved. However, the narrators differ because whilst the narrator in the "Red Room" is the main person in the story, the other narrator in the signalman only visits and listens to the story.

The narrators introduce the reader to the other characters in the stories. The descriptions of the characters enhance the creation of atmosphere in several ways. In the "Signalman" the characters included are the ghosts, the narrator and the signalman. They are described as a serious figure himself because he is on his own and holds back telling the narrator about the ghost which make ~~him~~ nervous, also he is like a dead person himself. These descriptions are effective because ~~all~~ ^{they} all adds up to being mysterious.

KEY

A	alternative expression	G	grammatical
AP	Active/passive confusion	LR	literary register
Art	article error	NN	non-native expression
CR	colloquial register	P	prepositional error

Comment

With help in understanding unfamiliar vocabulary and expressions, Alena fully grasped the explicit meanings of the text, as well as some implied meanings and the ways in which suspense and atmosphere were created. In a small group discussion to develop a fuller critical analysis, she strengthened her literary understanding. The writing shows she has understood the abstract ideas suggested in the frame, although her response is expressed mostly in colloquial, concrete language; for example *only visits* to indicate that the narrator is an outside observer, *holds back* for 'avoids', *make us nervous* for 'increase tension'. But there is also evidence of developing academic and literary register, for example the use of the term *figure*, and the phrase *awoke in daylight*. Throughout the piece there is a clear, logical sequence of ideas.

The evidence from this piece of writing shows rapid progress in English. Despite some uncertainties with tense sequence, and minor grammatical errors noted in her teacher's corrections, Alena shows that she is able to construct and sustain grammatically complex sentences (*because... and... not by... but by...*). Her spelling is accurate and her handwriting careful and regular. It is also significant that she attempts to use a quotation from the text to make her point more clearly. The writing was judged to be level 3, although if Alena had done this without support a higher level could have been considered.

Alena's reading shows a sound understanding of the text and is able to articulate her response to 'its significant ideas, themes and characters'. Evidence of these abilities in relation to other texts would be desirable, but on this single piece of work, level 4 was considered the most appropriate judgement.

Part 4: Profiling and monitoring attainment

As well as making summative assessments of pupils' progress, teachers often keep brief descriptive comments about attainment and next steps as part of a 'pupil profile'.

A profile enables teachers to:

- build on characteristics of pupils' prior attainment, including skills and development, which cannot be obtained from numerical assessment data;
- highlight aspects of the curriculum, or of pupils' use of English, which need particular attention when planning the next stages of teaching and learning.

The process of identifying targets for progress, linked to the teaching strategies needed to bring this about, can be a useful element in the way support for EAL learners is managed across a school. Pupils who are learning English as an additional language will often be receiving support from more than one teacher and in more than one language. A jointly agreed system of profiling can help class or subject teachers and the specialist language support teacher or assistant to:

- share important information;
- clarify areas for focused work and set targets for learning;
- pin-point key evidence of teaching and learning across the curriculum;
- plan together effective strategies for pupils' progress towards particular targets, both within the curriculum and for English language.

This form of qualitative record keeping should not duplicate the factual data files that will be centrally kept on all pupils. For EAL learners, relevant factual information should include, for example, length of residence in England, date of entry into the school, ethnicity, main language(s) spoken at home, competence in other language(s), days absent, nursery attendance, baseline assessment scores and predicted national curriculum test results for the relevant key stage. Such quantitative data provides the essential reference point for the more descriptive information a profile can contain.

Principles and procedures for effective profiles

Effective profiles:

- contain only essential information and do not duplicate information which is available in other school records or is not of practical use in supporting a pupil;
- contain judgements about targets and outcomes, which are based on agreed and moderated standards across groups of pupils;
- identify and use a range of opportunities for assessing pupils' learning;
- are focused on use of language and subject knowledge;
- indicate, where a pupil speaks, reads or writes another language or languages, the role or status that this language skill and experience has in the pupil's daily life, including, for example, parental literacy;

- are diagnostic and are used regularly to inform teachers' planning and teaching, including the decisions they make about groupings of pupils;
- link to medium and longer term schemes of work in the national curriculum and to the standards outlined in the level descriptions;
- are sensitive to personal and family circumstances, and contain information which will be helpful in discussions with pupils and parents;
- are regularly discussed, wherever possible, with pupils and parents in order to agree on targets and courses of action;
- are designed collaboratively and used by all staff, including those responsible for language support and special educational needs;
- are completed and reviewed in partnership by mainstream and specialist support staff;
- are updated regularly to an agreed calendar;
- are readily accessible to teachers in their planning and teaching.

Using the information from profiles

For all pupils, using the national curriculum as the reference point for focused teaching or observation will help to emphasise:

- their curriculum entitlement;
- the importance of common expectations and standards for all;
- the basis on which pupils' work should be discussed with their parents.

The information gathered through profiling will complement other information obtained through the school's general assessment and monitoring procedures.

For pupils newly arrived in England, with little or no experience of schooling in English or without literacy in another language, an initial profile can define the need for a programme of work tailored to achieve effective participation in the mainstream curriculum. For late entrants to schooling, an initial assessment of mathematics and science using the pupil's home language can provide a valuable insight into cognitive ability and ensure that all teaching is linked to high expectations and builds on prior learning.

In schools with a large number of pupils learning EAL, information from profiles may be collated or collected on a group basis in relation to known key targets, for example understanding of and response to reading or writing explanations of scientific processes. This can help inform curriculum planning for the whole group.

By building up an accurate picture of the progress and attainment of EAL learners, individual schools and school-LEA partnerships are better placed to plan their work and to discuss this with parents and pupils. Information from profiles will provide evidence of the work done to support EAL learners and will help in the evaluation of that support.

Updating profiles

To monitor achievement on a short-term basis and help focus on individual needs, an initial profile of attainment should be completed on entry. The timing of this will depend on whether the pupil needs time to 'tune in', or is ready to move on quickly. The profile should be updated at least termly during the first year of the pupil's UK schooling.

For late arriving pupils, work in selected areas will often need to be reviewed much more often, for example monthly. The design of an existing school profile may need to be modified to allow for progress reviews to be entered to update targets and teachers' planning.

Samples of writing, narrative and non-narrative work from across the curriculum should be annotated and kept with the profile. Similarly, progress in reading may be shown, for example through marked-up running records of passages read aloud.

For Speaking and Listening, effective record keeping need not be onerous. It should aim to capture briefly and succinctly key features of the ways pupils engage in spoken language activities and also reflect the extent to which expectations have been met in order to guide future work.