EAL Policy

Swakeleys School for Girls

Date Approved: **Autumn Term 2026**

Date of Next Review: **Autumn Term 2027**

Control Sheet

Version number	1.1
Original date approved	
Current date approved	Autumn 2026
Approved by	Full Trust Board
Date of next review	Autumn 2027
Status	Draft for approval
Policy owner	Ms Y Huang. EAL Coordinator
Policy location	G/School/Handbook/Policy/Academy Trust
Target group	Staff, students, trustees, parents
Consultation Period	
Chair of Committee signature	Claire Brazier

Document History:			
Version	**Date of review**	**Author**	**Note of revisions**

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Rationale and definition

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL (English as an Additional language) children in recognition of the values of Swakeleys School for Girls, following school values. All children need to feel safe, welcome, accepted and valued in order to learn effectively and become successful members of society. For children who are learning English as an additional language, this includes recognising and valuing their home language and background and promoting multilingualism**.** The policy has been written standards set out by the Department of Education [1] for EAL provision aided by the ideas and recommendations from the charity organisation, 'The Bell Foundation' [2] founded in 2012.

We are a multicultural community, committed in our mission statement to the vision of the school as a diverse and inclusive community governed by the Equality Act 2010. Thus, our mission is to enable all students with EAL status or needs to have equal opportunities to access the UK national curriculum outlined by the Department of Education[1] across KS3, KS4, and KS5[1].

We are therefore committed to supporting the education of all students in our school, whatever their ability and whatever their additional educational needs, and ensuring the support given to EAL students allows this to happen.

Definition

EAL is defined as:

'A student is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Students and their Characteristics July 2020)

EAL children may be:

• Newly arrived from a foreign country and school

• Newly arrived from a foreign country, but an English-speaking school

• Born abroad, but moved to the UK at some point before starting school

• Born in the UK, but in a family where the where the main language is not English

• Seeking Asylum or have refugee status EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

[1] https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal
[2] https://www.bell-foundation.org.uk/

Aims

Swakeleys School for Girls is committed to high quality provision for students for whom English is an additional language and to raising the achievement of minority ethnic students, with EAL needs, who are at risk of underachievement. The school will identify individual students' needs, recognise the skills they bring to school and ensure equality of access to the curriculum regardless of their level of fluency.

Swakeleys School for Girls aims to:

- Ensure that all students with English as an Additional Language (EAL), in accordance with Department for Education guidance, develop confidence and competence in using English.
- Enable EAL students to use English effectively as a means of learning across the curriculum.
- Ensure that all EAL students are fully included in the life and learning of the school.
- Ensure that students whose first language is not English achieve their full academic and personal potential.
- Promote equal opportunities for all students with English as an Additional Language.
- Value and celebrate students' home languages and cultures, encouraging parents and carers to continue communicating with their children in their home language.
- Enrich the wider school community by recognising and drawing upon students' linguistic diversity.

Objectives

To achieve these aims, Swakeleys School for Girls will:

- Identify and assess the needs of EAL students as early as possible.
- Plan and deliver high-quality teaching using strategies and learning approaches appropriate for EAL learners.
- Deliver a broad and balanced curriculum that meets the needs of students with EAL.
- Monitor the progress of EAL students through regular assessments, including termly progress reviews.
- Provide targeted language support and interventions for students at risk of underachievement.
- Build upon students' existing language skills and prior knowledge, including their home language where appropriate.
- Make effective use of students' knowledge of other languages through a range of teaching resources and strategies.
- Work in partnership with parents and carers, ensuring they are actively involved in supporting their child's learning.
- Promote a whole-school responsibility for supporting the achievement and wellbeing of EAL students.
- Set appropriate, realistic attainment targets for EAL students across all curriculum areas.
- Make effective use of external agencies and specialist resources, where appropriate, to support EAL provision (e.g. OK2KO English, LanguageNut, FlashAcademy).
- Promote the use and celebration of home languages across the school community while supporting students' development of academic English.

Principles

At Swakeleys School for Girls we adhere to the following key principles for additional language acquisition set out by the Department of Education[3] in order to make learning and the national curriculum accessible to all students, including those using EAL:

- All students have entitlement to access a broad and balanced curriculum;
- Language develops best when used in purposeful contexts across the curriculum;
- Effective development and use of language is crucial to the learning and teaching of every subject;
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension;
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but must be explored;
- Teachers have a crucial role in modelling correct and appropriate uses of language;
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning;
- A distinction is made between EAL and Special Educational Needs;
- Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills;
- All languages, dialects, accents and cultures are equally valued.

Management and administration:

a) The whole school approach to students who have English as an alternative language is addressed in all departments by subject teachers, and the EAL coordinator will liaise regularly with curriculum areas to monitor this. This will be ongoing with at least one TeachMeet or INSET per year equipping staff with essential knowledge.

b) Students that the EAL Coordinator deems would benefit from extra support materials (by their level of knowledge or lack of funding) will receive support or EAL self-study materials such as CGP books and other subject specific revision guides before they are included in the Mainstream Curriculum depending on their situation and the time of year that they join Swakeleys. These materials are supplied and maintained by the EAL Coordinator in the LRC. This is differentiated based on their year group and their current attainment in individual subjects from teacher reports.

c) Those who are identified as grade A-C/D according to the Bell Foundation framework[4] will be given access to programme Flash Academy to allow independent learning of subject specific vocabulary; this is also bilingual and can help students expand their subject specific repertoire. Flash Academy is an online programme that is designed to assess EAL learners through the use of AI and support their learning of subject specific terminology within the UK National Curriculum set out by the Department of Education.

d) All students with EAL are included in mainstream classes upon arrival to the school with support from the EAL Coordinator, YLC, form tutor, and the admin conducting student admissions through the school admissions procedure.

e) Students are always encouraged to sit an external examination in their first language to build their confidence to achieve to be best of their ability. This is organised through the Community Languages examinations in Year 10 by the MFL department; however, as many EAL students do not take MFL, it is the responsibility of the EAL Coordinator to liaise with the member of the MFL department in charge of the exam that year. The EAL Coordinator must be part of the current Community Languages exams Google classroom, ensuring that students are aware of the opportunity to encourage them to take part if they are able to. The EAL Coordinator may help liaise with the parents or carers if need be.

[3] https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal

[4] https://www.bell-foundation.org.uk/resources/eal-assessment-framework/

Documentation

All documentation and records are maintained by the EAL Coordinator on Google Drive/Spreadsheet[5] and the G:\ (G:\EAL); these are confidential to the parent/carers and to those members of staff associated with the child concerned. Staff will have access to these documents as signposted by the EAL coordinator via email and through staff training.

Documents kept should include termly assessments carried out by the EAL external provider – (saved on the G:\EAL and summarised on the Google Spreadsheet mentioned above and/or Flash Academy[6], and timetables[7].

Partnership with Parent/carers

We aim to work closely with parent/carers of EAL students and ensure that they are encouraged to become involved in school activities. Parent/carers will be informed of their child's academic progress regularly through in-year progress reports as set out by the school calendar. The EAL Coordinator will continually liaise with students, should parents have any concerns, throughout the year and make contact accordingly.

Procedure

Information will be gathered during an initial assessment, through the admissions procedure and the EAL Coordinator, using the Bell Foundation Framework upon the EAL students' arrival to Swakeleys within the first two weeks:

• The student's linguistic background and competence in other languages.

• The student's previous educational and schooling activities and where appropriate the family's biographical background.

• The student's level of English using the EAL scales as created by the Bell Foundation assessment framework.

• Referral to external agencies such as the EAL external provider support sessions, if necessary.

The above information will be gathered by the EAL external provider, the EAL Coordinator, admin staff, or within transition documents from previous school, if provided.

Monitoring of English proficiency

Student's acquisition of English to be monitored using EAL scales (The Bell Foundation) in person and on Flash Academy during termly assessments. Regular termly assessments to be carried out and access given to all staff via email. This is assessed in person and also on the Flash Academy platform. All staff have access set up to view these on the Flash Academy website as well as on the live Google Spreadsheet[8].

[5] https://docs.google.com/spreadsheets/d/1QCy96araProedwVJLeGy4njCiCpoGxHu4xZ8x3HEO9k/edit?usp=sharing
[6] https://web.flashacademy.com/
[7] https://www.epraise.co.uk/
[8] https://docs.google.com/spreadsheets/d/1QCy96araProedwVJLeGy4njCiCpoGxHu4xZ8x3HEO9k/edit?usp=sharing

Students' attainment in curriculum areas to be monitored using:

• Regular reports (see appendix on page 14).

• Discussion with subject staff.

• Annual School Report in accordance to the school calendar.

• Flash Academy leader board for XP gained as well as assessment on the Flash Academy platform.

These are completed by our external provider (OK2KO English: The EAL external provider) and the EAL Coordinator and sent via email, accessed on Flash Academy, and also saved onto Google Drive.

Strategies

Staff will use supportive strategies to access the curriculum for all students to include those using EAL. The use of the following strategies are dependent on the individual EAL students' needs, their abilities, and the teachers' planning. Through annual training during INSET in the first term, new staff training, student shadowing, individual emails to staff, or breakout sessions, the EAL Coordinator will train staff and support. These may include:

- Collaborative group work; this allows students using EAL the opportunity to work with other students, improve oracy skills, and a chance to immerse in every day English.
- Enhanced opportunities for speaking and listening within lessons and also in extra support sessions with the EAL external provider. These will include phonics, imaginative and transactional writing, sentence structures, tenses and other grammatical features that are specific to students.
- Additional verbal support-repetition, alternative phrasing, peer support; allowing modelling of good spoken English and embedded meaning of subject specific vocabulary within the curriculum.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/students, texts, key word lists;
- Writing frames, directed activities related to texts; teachers modelling good written English as well as exam responses.
- Opportunities for role play within lessons and additional support lessons;
- Regular feedback regarding progress from staff through emails, school reports, termly round robins for students of concern;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts; these are embedded through our value of diversity as a school.
- Where language development and acquisition allows, learning moves from concrete to abstract;
- Effective use and development of language with meanings embedded into each curriculum area with the support of Flash Academy.
- Further support for students' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and homework clubs.
- EAL Club members to work to support students through a buddy system, creating subject specific resources that are kept on the G:\EAL drive, planning of events such as Culture Day tuck shop, and Tuesday morning help club in the LRC on a weekly basis. EAL Club members will also help the EAL Coordinator in the management of reading materials and revision materials for individual students kept in the cupboard in the LRC. Reading books such as the Penguin Easy Readers and also subject specific revision guides from CGP or other companies.

Planning, Monitoring and Evaluation

The student's level of English will be established with reference to their proficiency levels (The Bell Foundation framework) and the National Curriculum as set out by the Department of Education.[9]

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual students, as tracked on SIMS. These targets are reviewed on a regular basis and shared with parents through their school reports.

The school analyses EAL/Minority Ethnic student data from class assessments (on SIMS), Flash Academy assessments, and progress assessments carried out by Katie O'Mullhane termly and uses the information to evaluate the effectiveness of additional support provided in terms of student progress and deploy additional provision and resources appropriately.

Teachers' lesson plans provide differentiated opportunities matched to individual EAL students' needs. Collaborative planning with EAL staff will be undertaken as the needs of the students/cohort requires such as new staff or when a student with EAL needs extra support in accessing the subjects due to the language barrier. Information about EAL students with the proficiency grading on A/B have pen portraits attached to SIMS to inform teachers and staff of their planning.

Key language features, necessary for the EAL students to effectively participate in the lesson and raise their achievement, are identified by the subject teacher through SIMS, in the classroom, and being the recipient of the emails, G:\ communications regarding EAL students and their updates. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Special Educational Needs and High Attaining Students

The school recognises that most students for whom English is an additional language and who also require additional support do not necessarily have special educational needs or disabilities (SEND). However, should SEND needs be identified during assessment conducted by the SENDCO, EAL students will also have equal access to the school's SEND provision. This school recognises that students with EAL needs may also have SEND needs.

Similarly, the school recognises that there may be EAL students who are deemed as high attaining students even though they may not be fully fluent in English. In this case provision will be made for them through the school's Brilliant Club should they qualify; the EAL Coordinator to liaise with PL should there be students who qualify.

Assessment and Record Keeping

The school will ensure that all EAL students have access to all assessments, making full use of special arrangements where appropriate; these special arrangements may be in the form of a writing frame, use of translation device or bilingual dictionary, and 25% extra time. These are all dependent on the JCQ exam board requirements and the teachers' judgement of need and support.

These students are identified through initial and regular assessments in person and on Flash Academy to monitor their progress. These aims are underpinned by the aims and objectives of the Department of Education[1].

[9] https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal

Resources

In the classroom, a range of resources are used within lessons to support students' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials and computer software. Assessment materials use images and texts which are appropriate for all students.

In the wider school, displays and resources reflect linguistic and cultural diversity, such as our World Map residing in the main hall and EAL noticeboard next to room 118. Events which celebrate the wide-ranging diversity of the college community will run throughout the year, such as Culture Day.

Parents/Carers and the Wider Community

Swakeleys School for Girls provides a welcoming admission process for the induction, assessment and support of new arrival students and their families/carers. We take account of parents/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. Our celebration in Culture Day and in subjects, we adhere to the Department of Education's ideology of an inclusive and tolerant classroom environment.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

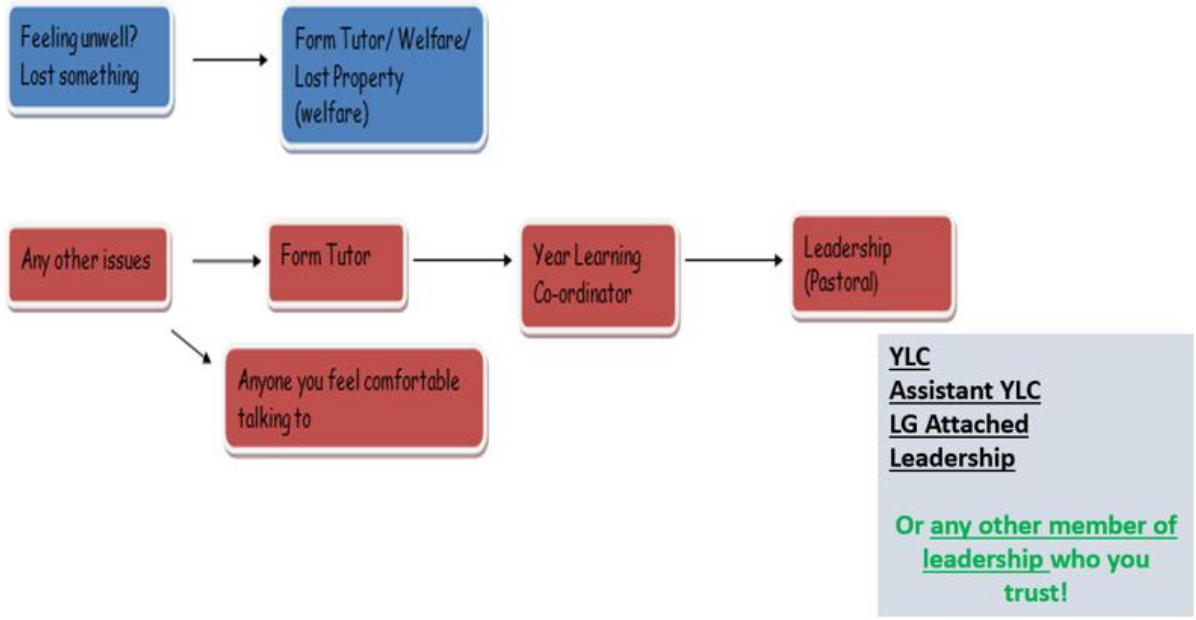
Access to Community Language Examinations

Where possible and appropriate, the school will provide opportunities for EAL students who are fully literate in their home language to take a GCSE/A level examination in that language. The EAL Coordinator/the MFL department conducting community languages will contact parents to discuss this on an individual basis.

First point of contact

If parents/carers have any queries, in the first instance parents, should speak to the class teacher/form tutor who will liaise with the EAL Coordinator; the Head of Year or other key staff, such as our external provider for EAL support (the EAL external provider) will be involved as required.

Appendix


Feeling unwell?
Lost something
Form Tutor/ Welfare/
Lost Property
(welfare)
Any other issues
Form Tutor
Year Learning
Co-ordinator
Leadership
(Pastoral)
Anyone you feel comfortable
talking to
YLC
Assistant YLC
LG Attached
Leadership
Or any other member of
leadership who you
trust!

Example of student assessment:

Redacted

PROGRESS REPORT

STUDENT DETAILS		
Foreame: Redacted **Surname:** Redacted **DOB:** Redacted		**EAL Code: B** **Initially assessed as:** Code A on 28.11.22 **Assessor:** K O'Mullane
School: Swakeleys	**Academic Year: 10**	**Class:**
Country of Origin: Egypt	**Date of arrival in the UK:** Redacted	**Other countries lived in: N/A**
First Language: Arabic **Spoken Y Read Y Written Y**		**Additional language(s):** **Some English**

PROGRESS REPORT 21.02.23
Redacted is making good progress in EAL and has definitely grown in confidence. She has made friends and appears to be finding her place at school. She has said that she is able to participate in Maths, but is finding it harder to follow other subjects due to her language limitations – in classes where instructions are written as well as given verbally she is better able to keep track, and can complete some work where another Arabic speaking student is able to help with translation. She's keen to do more schoolwork, and has asked to be set homework, in the hope that she will be able to progress academically.
Speaking & Listening ____B_____ Redacted can understand questions based on topics learned in class if delivered clearly, and is beginning to understand longer, more complicated questions if asked in context. She's able to use this to translate and support her fellow students. She can express her own feelings and ideas, and use a range of basic adjectives to describe people and places.

OK2KO English

PROGRESS REPORT

Reading ____B_____

Redacted is able to read a simple text aloud, and to interpret the meaning of unfamiliar words from context. She is able to identify specific information in a short text taught in class, and pick up on some inference.

Writing ____B_____

Redacted can now write simple sentences on familiar/pre-taught topics but her writing still displays considerable EAL errors around tense and agreement, and she gravitates towards one-word answers if permitted.

Key strategies for inclusion

- Provide instructions in writing as well as verbally
- Scaffold/simplify/chunk activities
- Encourage translation and use of L1

See below for further suggestions

INITIAL ASSESSMENT 28.11.22

Family background:

Redacted lives with her Egyptian parents and three younger sisters (years 3, 5 and 8). They speak in Arabic at home - her father speaks some English, but her mother very little, and she believes her own English to be better than that of her sisters.

She and her family arrived in the UK one month ago and she joined Swakeleys on 21st November. She is happy and enjoying her new life, having already made a couple of new friends, both of whom speak Arabic.

Previous education:

Redacted went to school from approx age 5, studying a broad curriculum (including English) up until leaving Egypt at age 15. Her favourite subject was music and she plays the guitar.

Having studied English at school in Egy Redacted can read and write some English, but finds speaking and listening more challenging - she currently understands very little in class due to the speed of delivery.

Additional information:

Redacted is PC literate, and uses the computer primarily for internet searches, YouTube and playing games.

She has been issued a school iPad which she uses to translate.

LANGUAGE ASSESSMENT
Speaking & Listening: __A/B_ Redacted can understand what people say about everyday things and correctly interpret direct questions about herself if simple language is used and delivered clearly at moderated pace. She can correctly interpret some social exchanges but lacks the language to sustain longer conversations. She can express her thoughts and feelings in simple terms, supported by gestures, although this is limited by her vocabulary. She is happy to try and speak in English, searching for the required vocabulary and finding alternative She currently understands very little in class due to the speed of delivery.
Reading: __B___ Redacted can read a simple text largely accurately, self correcting when necessary. Although she reads with some fluency, he reading aloud lacks intonation as she takes time to digest what she's reading. She is able to identify specific information in a basic text and interpret simple inferences.
Writing: _A____ Redacted can write in simple sentences to describe a place and her experience of it. She uses full stops and capital letters but is not consistent. She shows some awareness of tenses but does not always know when they should be used. Her writing demonstrates considerable EAL errors.
EAL Support Recommendation: Although immersion will be important for Redacted language and social development, she would greatly benefit from regular withdrawal sessions (a minimum of twice weekly, for 1-2 hours per session), to allow her to develop her vocabulary and build confidence.
Ideas for teachers: • Seat/group Redacted with supportive, higher level students who will model correct English and demonstrate how classwork is to be completed correctly. • If there is an Arabic speaker in the class, this may help with getting activities

SECONDARY **LISTENING**

EARLY DEVELOPMENT

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Developing greater autonomy in processing speech	Developing more independence in the use of basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
1	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech by a sympathetic speaker	Can understand and respond to long(er) questions and instructions (e.g. *'Tell me why you chose this answer, and not any of the others'*)	Can understand the main points of video and other social media material about familiar subjects delivered clearly	Can begin to follow some culturally-specific practices when listening to English (e.g. eye contact, distance, gesture)	Can define the nature and purpose of information being sought before listening or viewing
2	Can follow classroom instructions when the context and actions of teachers and peers are supportive	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives and stories	Can follow and negotiate with other pupils during group work	Can comprehend the different meanings of a range of vocabulary across different curriculum areas (e.g. *'table'* in science and *'table'* in a description of a room)	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
3	Can understand a small range of words, and, with help, everyday vocabulary (e.g. colours, shapes, preferences)	Is becoming aware of levels of difficulty of the content in the lesson beyond the most concrete or simple topics	Can understand some idiomatic or figurative expressions, but may require explanation (e.g. *'Jaswinder can run like the wind'*)	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication	Can demonstrate understanding of well-known idioms in context (e.g. *'to kill two birds with one stone'*; *'to cut corners'*)
4	Can understand what people say about everyday things if they speak slowly and clearly with a supportive manner	Is beginning to engage with abstract or complex content, including concepts that cannot be explained and illustrated easily (e.g. pressure, pollution)	Can generally follow group discussion and ask for help and repetition where necessary	Can follow and participate in group conversations, especially on familiar topics in informal English	Can select key information for a purpose, rejecting irrelevant and unimportant information
5	Can understand and follow directions (e.g. how to get somewhere)	May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions	Can follow directions in classroom tasks, paying attention to details	Can follow reasoning and argument in the same way as most peers	Can follow the gist and some detail of a spoken text on a new topic at normal speed (e.g. in the media, visiting speakers)

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NOT EXPECTED TO BE

6	Can understand a limited amount of frequently used vocabulary and language expressions across different subject areas (particularly the academic register, e.g. *'concept'*, *'topic'*)	Is beginning to comprehend a range of topic-related vocabulary across **different subjects**	Can follow and understand specialised or subject-specific terminology if it has previously been introduced	Can understand audio-visual recordings in standard dialect likely to be encountered in social and learning contexts and can identify the content of information, speaker viewpoints and attitudes	Can order information gained from spoken language, choosing a suitable organising format
7	Can ask a speaker to repeat or explain words in order to understand more of the message (particularly when in supportive situations)	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication	Can respond appropriately in most unplanned classroom exchanges	Can communicate in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources	Can evaluate the quality and validity of information gained from spoken communication
8	Can listen for longer, and understand new words and phrases when content is delivered with enough contextual support (e.g. visual/video images)	Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous	Can understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can understand an unfamiliar speaker on a familiar topic	Can follow a complex argument on familiar topics or themes and ask appropriate and relevant questions
9	Can understand questions about topics learned in class	Can understand and use, independently, many of the support systems and scaffolds that operate within lessons (e.g. a note-taking framework to jot down facts or ideas while listening)	Can engage in sustained listening to a level approaching that of most peers	Can record and organise spoken information to set guidelines (e.g. use diagrams, graphs, tables)	Can identify the effects of devices such as rhythm, metaphor and repetition
10	Appears to be increasingly confident, engaged and independent in tasks requiring listening and speaking	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech	Can begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing, particularly when working with familiar topics	Can follow and communicate in a variety of social and learning contexts, understanding ideas and information on a range of familiar topics and issues	Can identify implied meanings from spoken language (e.g. racist attitudes)

GETTING CLOSER TO THE NEXT BAND

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SECONDARY **SPEAKING**

EARLY DEVELOPMENT

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Emerging competence in basic oral expression	**Oral competence includes emerging ability to respond verbally in interactions with others**	**Emerging competence in spontaneous expression and communication**	**Competence in producing more varied and complex speech in a wider range of contexts**	**Developing competence in fluent, creative use of English**
1	Can establish social contact, (e.g. greetings and farewells, introductions, giving thanks)	Can describe people, places and possessions in simple terms (e.g. *'She is very tall lady with black glasses'*, *'My phone case it is blue and has picture of birds in trees'*)	Can communicate simply in routine tasks to ask for and provide things, get simple information and discuss what to do next	Can summarise in longer utterances, with some cohesion, about subject content (e.g. *'When vaccination began number of deaths got lower'*)	Can produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points
2	Can produce simple, mainly isolated phrases about people and places, although often with errors such as omission of preposition (e.g. *'He explain me'*)	Can express own feelings and wishes more independently	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference	Can express opinions and reactions regarding possible solutions or what to do next, giving brief reasons and explanation	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view, and giving the advantages and disadvantages of various options
3	Can express basic needs or feelings in simple terms, with limited range of adjectives and inaccurate use of verbs (e.g. *'I not have ruler'*, *'I am feel happy'*)	Can use some frequently heard adjectives independently (e.g. *'big'*, *'fast'*, *'good'*)	Can contribute to informal discussion with friends, provided their speech is clear and/or in locally practised school English	Can use a growing range of subject-specific technical vocabulary and begin to use some imagery (e.g. metaphors and similes)	Shows an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings
4	Can use common verbs like go, do and make but with frequent omission of inflection (e.g. *'Teacher say'*) or problems with negative forms (e.g. *'I not do it'*)	Can communicate some content about concrete matters during simple, familiar tasks (e.g. *'This animal cell, it has 3 parts'*)	Can comment briefly on the views of others (e.g. in history lessons or in literature lessons)	Can use both formal and informal English in appropriate contexts	Can synthesise and report information and arguments from a number of sources
5	Can make simple statements, usually single words or short phrases, relating to lesson content, usually with scaffolding from the teacher (e.g. *'Curley try to say who is boss in the ranch'*)	Can sometimes participate effectively in discussion with English speakers who modify their language to make it easier for them	Can self-correct some slips of the tongue or word/pronunciation errors	Can express their thoughts about abstract or cultural topics such as music or films	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, unfamiliar topics

ACHIEVED IN ORDER



6	Pronounces comprehensibly and attempts to approximate English stress and intonation (e.g. when asking a question, using the negative, emphasising a word)	Can give simple directions and instructions (e.g. explain how to get somewhere or do something)	Can express belief, opinion, agreement and disagreement politely (e.g. by making comparisons and contrasts)	Can explain why something is a problem (e.g. by presenting facts, examples or arguments)	Can defend opinions in discussion by providing relevant explanations, arguments and comments
7	Can handle short social exchanges but may not understand enough to keep a conversation going of their own accord	Can participate in short conversations in routine contexts on topics of interest	Can explain own point of view and defend it (e.g. in a class discussion in an RE lesson)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	Can relate the plot of a book or film and describe their reactions
8	Can interact in a simple way but communication is dependent on repetition at a slower rate of speech and rephrasing	Can discuss what to do next and make and respond to suggestions, but still likely to struggle with complex utterances such as 'If' clauses for conditionals and conjecture (e.g. *'If you leave it in water, it might expand'*)	Can discuss familiar subject content across different curriculum areas	Can explain in reasonable detail the results of an enquiry (e.g. science experiment)	Can express themselves fluently and spontaneously, controlling a range of registers
9	Can ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics studied in class	Can indicate time by phrases such as *'next week'*, *'last Friday'*, *'in November'*, *'at three o'clock'*	Can use paraphrase to cover gaps in vocabulary or structural knowledge	Can express thoughts and feelings by using allusions, making jokes and using some idiomatic expressions	Has good command of a broad vocabulary with little obvious searching for expressions or avoidance strategies
10	Can say what they like and dislike (e.g. school subjects, lesson activities, sport, leisure activities)	Is beginning to successfully take part in group work with peers in lessons and in whole-class interaction with the teacher	Can use English effectively in problem-solving tasks (e.g. in a group task on health and food)	Can use a growing range of everyday and specialist vocabulary in all learning areas (e.g. *'subtract'*, *'calculate'*) and can identify multiple meanings of many familiar words (e.g. *'angle'* in English and *'angle'* in mathematics)	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately

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SECONDARY **READING & VIEWING**

EARLY DEVELOPMENT

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
1	Engages with reading activities in English, continues to use first language, culture and experiences when given the opportunity (e.g. recognising vocabulary cognates such as *'volcano'* - *'vulcan'* in Romanian and using factual knowledge acquired via first language), and can recognise and use pictures and other visuals as a source of meaning	Can recognise many frequently occurring words by sight or initial letter, and is beginning to use awareness of grapheme-phoneme correspondence to decode unfamiliar words	Can understand and locate relevant information in online and printed curriculum material, and in everyday written items such as emails, school letters/notices and text messages	Can tackle most curriculum-related reading tasks, adjusting focus and speed of reading for different purposes, but may need support to deal with unfamiliar idioms and abstracted meaning	Can read all forms of the written language in print or online with ease, including abstract, linguistically complex curriculum-related texts and some specialist articles (e.g. sports reports)
2	Can recognise and understand familiar words (including own name if new to reading or to Roman script) on displays and notices in the classroom and school	Can classify and sort visual images using word labels or icons (e.g. minerals versus metals)	Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing	Can use spelling patterns, syntactic and semantic cues, to work out the meanings of unfamiliar words (e.g. *'brotherly'*, *'shellfish'* or using knowledge of *'taken/took'* to work out what *'shaken'* or *'shook'* means)	Can independently choose strategies to achieve understanding (e.g. varying the pace of reading for selective attention and text difficulty)
3	Can begin to identify grapheme-phoneme correspondence with familiar words when reading out loud (e.g. the /s/ sound in words such as *'sit'*, *'sweet'*)	Can recognise and understand some words, phrases and simple sentences (with visuals) that have already been taught/rehearsed in class	Can recognise meaning relationships, such as cause/effect and time sequences within and across sentences signalled by signpost words, such as *'because'*, *'different from'*	Can make predictions about the likely content meaning of curriculum, subject and literary texts based on knowledge of the different classroom activities and text types	Can distinguish between factual statements and a writer's point of view (e.g. an account of the historical events leading to the First World War versus an appreciation of a poem)
4	Can begin to make sense of the use of commas, full stops and other frequently used punctuation marks when reading both quietly to oneself and to others	Can find and extract information in a short text that has been taught/rehearsed (including visual images and graphics) to answer *'what'* and *'who'* questions	Can understand and track meaning across sentences and passages, paying attention to topic-related language (e.g. *'forest'*, *'trees'*) and cohesive markers (e.g. *'firstly'*, *'secondly'*) to express cohesion in meaning	Can read aloud a curriculum-related text without rehearsal, signalling meaning through volume and patterns of stress and intonation	Can follow contemporary fiction independently and can discern the literary techniques involved (e.g. alliteration)
5	Can follow a short written text with aural and visual support (e.g. listening to it being read aloud, someone using the illustrations to clarify meaning by pointing, annotating)	Can understand and use diagrams, charts and other displays showing announcements and notices around the school	Can read short texts aloud, showing awareness of word inflections (e.g. *'-ed'* in *'walked'*) and using punctuation to guide intonation (e.g. commas for brief pauses)	Can search for and locate information from a range of sources, including the internet and social media	Can handle book-length factual and biographic texts, appreciating different styles; can understand some subject specialist jargon in own field(s) of interest

TO BE ACHIEVED IN ORDER



6	Can use print and digital material in first language as a support for joining in curriculum activities in English	Can recognise and understand subject-specific vocabulary and associated expressions with support (e.g. *'equals'* in mathematics)	Can understand fictional texts written in contemporary prose, but may still need help to distinguish literal meaning from implied meaning, oblique cultural references, sarcasm and humour	Can use a range of reading and viewing strategies, such as adjusting reading rate, selective rereading, scanning and reading on, as appropriate for the task at hand	Can comprehend printed and online articles and blogs concerned with news/current affairs, with an understanding of the author's stances or viewpoints
7	Can recognise and re-use new English vocabulary in the context of classroom activities, and understand words looked up in bilingual online/print resources	Can begin to combine developing learning strategies such as using word recognition, context, own experience and repeated reading to decipher meaning (e.g. in activities involving the use of a map of the world)	Can understand curriculum-related texts beyond the literal level, with teacher and peer support, using context and visual clues to deduce meaning	Can select, transfer and transform information from a text, selecting relevant details for the purpose at hand (e.g. from a novel for a book review)	Can identify meaning, relationships and structures of information in curriculum texts (e.g. causal/effect, problem/solution, evaluation/choice)
8	Can recognise and understand words and short texts that have been taught/rehearsed in class	Can attempt to navigate curriculum material, using headings, contents lists, page numbers, visuals and graphics (particularly if online)	Can extract key information and messages from curriculum subject texts and re-present the information in a different form (e.g. a mind map)	Can search and locate information from a variety of sources, including the internet, and can track key information across passages (e.g. chapters in books)	Can analyse a range of texts and reflect on the purposes of different types of texts, including fictional and informative texts (e.g. space exploration), to support an opinion or recommendation
9	Can recognise common spelling patterns, prefixes (e.g. *'re-'* in *'replace'*) and suffixes (e.g. *'-cycle'* in *'bicycle'*), and is beginning to use this awareness to assist comprehension	Can begin to make use of visual cues and graphic information when reading without prompting	Can begin to identify the author's perspective in curriculum content and literary texts	Can read a wide range of curriculum-related material suggested by teachers and/or peers to enrich knowledge and understanding	Can identify and interpret specific ideas and narrative developments in curriculum-related tasks (e.g. justifying an opinion or response)
10	Can recognise and read common words out loud, with approximate pronunciation	Can read and understand most of the words/sentences/short passages in the texts that have been taught/rehearsed	Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar idiomatic, figurative, metaphoric expressions and personification (e.g. *'Opportunity knocked at her door'*)	Can read a wide range of curriculum-related texts with understanding (including literature), and interpret content meaning beyond the literal where appropriate	Can search and collect information from different sources, including the internet, and can identify relevant information across complex passages and in lengthy in print or digital/online texts

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SECONDARY **WRITING**

EARLY DEVELOPMENT IN ORDER

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Demonstrating competence in managing basic, simple and isolated phrases	Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught content and expectations	Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar	Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing
1	Can label pictures with simple words learnt in lessons (e.g. labelling a map)	Can form and reproduce most English letters and familiar clusters of letters in frequently encountered words without support	Can use cohesive devices to link within and between paragraphs (e.g. *'but'*, *'however'*), but may need teacher and/or peer support	Is showing greater awareness of the differences between formal and informal language (e.g. written operating instructions, the script of an everyday conversation in a play)	Can produce clear and detailed text on a variety of topics in relation to curriculum subjects (e.g. a report on an experiment, a critique of current affairs)
2	Can form and reproduce some English letters as part of a curriculum task	Can use basic punctuation accurately for various purposes (e.g. commas to separate ideas, capitals to start a sentence, full stops to conclude sentences)	Can use a variety of tenses (e.g. simple past tense, present perfect tense) based on taught examples to represent meaning	Can use a wide range of grammatical features consistently, including use of passive voice, choice of modal verbs (e.g. *'would'*, *'could'*), connectives (e.g. *'then'*, *'later'*) and conjunctions (e.g. *'although'*, *'however'*)	Can present well-structured texts on complex subjects with clear points and justifications
3	Can show awareness of common and simple spelling patterns (e.g. words formed by letters, letters connected to certain sounds such as /s/ in *'sit'* and *'site'*)	Can use everyday vocabulary and phrases (e.g. *'scrap paper'*, *'washing-up liquid'*) and start to experiment with common classroom expressions and terms (e.g. *'I set up the experiment'*, *'we found out the answer'*)	Can connect simple sentences into an on-task passage and incorporate information from different sources to form an extended text	Can write coherent stories and descriptions of experiences with clear supporting details in relation to lesson content	Can summarise and synthesise information from a number of resources and formulate own opinions to develop convincing arguments
4	Can copy and write own name	Can follow and reproduce examples of text format and layout for subjects across the curriculum (e.g. title, subheadings, new page)	Can present abstract and concrete information in relation to curriculum subject content with reasonable precision and can articulate solutions to solve problems based on information	Can produce detailed and clearly structured texts across a range of genres at an age-appropriate level (e.g. narrative, exposition, argumentation)	Can write clear, well-structured texts in English across the curriculum with an appropriate style and register

NOT EXPECTED TO BE ACHIEVED

5	Can use first language to scaffold their effort to form English words (e.g. use a dictionary to find English equivalents, ask for English translation of words in first language)	Can show some awareness of the differences between formal and informal language, but writing still has features of everyday spoken language (e.g. *'I mean'*, *'come on'*, *'you know'*, *'gonna'*)	Can write effectively with increasing independence in familiar curriculum tasks (e.g. answering subject content-based questions), although support for grammar and vocabulary is still needed	Can produce extended texts with an attempt to develop coherent arguments based on logical reasoning (e.g. a supporting statement for clean air measures)	Can express critical appreciation and appraisal of literary and creative texts
6	Can complete sentence starters if examples are provided (e.g. *'I like'*, *'I am'*, *'I come from'*)	Can show awareness of the range of meanings of tenses, but may tend to use the same tense for different situations (e.g. simple present tense for both present and past events)	Can write personal messages in the form of blogs, emails, etc. sharing news and thoughts about issues of personal interest (e.g. sport, education, friendship)	Can respond to controversial issues in writing by presenting different perspectives including their own and those of others	Can show subtlety in use of English expressions (e.g. metaphor, humour, irony) and use them with confidence appropriately in context
7	Can give personal information in written form (e.g. name, address, age, date of birth when filling in forms)	Can construct sentences independently, but might seek help or require modelling	Can write short, basic descriptions of past and present events drawing on personal experiences, feelings and emotions (e.g. writing about one's first school)	Can use some collocation (e.g. *'heavy rain'*) and colloquialisms, but writing still has features of non-idiomatic use of language in relation to context and audience (e.g. *'I got familiar with ...'* instead of *'I became ...'*)	Can express own views effectively and relate to others with reference to personal values and beliefs
8	Can copy known letters and words related to curriculum subjects and attempt to communicate their meaning to teachers and peers (e.g. colours, school subjects)	Is starting to combine sentences to produce paragraphs in relation to their past experience or immediate environment (e.g. people, places, schools)	Can write brief reports on curriculum activities (e.g. visits to a museum) based on taught formats (e.g. presenting factual information, justifying reasons for actions, stating causes of problems)	Can show some subtlety in expressions involving feelings and emotions (e.g. writing in the role of a story-based character expressing emotions)	Can plan writing with a particular audience in mind and, when needed, can redraft text to suit different audiences
9	Can write simple, isolated words on familiar topics in relation to the curriculum (e.g. *'water'* and *'river'* related to the topic of the water cycle)	Can write simple on-task and cohesive paragraphs on familiar topics after some rehearsal in class and/or with peers	Can write short, simple essays on topics of personal interest or on a rehearsed curriculum topic (e.g. holiday, sports)	Can demonstrate awareness of cultural conventions of writing in English and in their first language (e.g. use of an opening sentence(s) in a passage to indicate key ideas that are to follow)	Can vary style and format to adapt to different requirements and contexts of writing
10	Can write simple phrases about themselves (e.g. likes and dislikes, their daily life)	Can begin to write meaningful sentences and paragraphs, which reflect taught content in subjects across the curriculum	Can begin to edit their writing with the support of teachers and peers	Can edit own work, and as a result, writing shows greater fluency, accuracy and appropriateness after proofreading	Can review, evaluate and edit their work independently

GETTING CLOSER TO THE NEXT BAND

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