

Proficiency in English

National scale for Lambeth schools

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ASSESSMENT SHOULD:

- be related to age-appropriate development
- adopt a 'best-fit' approach.

July 2016

NATIONAL PROFICIENCY IN ENGLISH – RECEPTION TO KS4

Code	Description
A	<p>New to English</p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
B	<p>Early acquisition</p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
C	<p>Developing competence</p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
D	<p>Competent</p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p>
E	<p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>
N	Not yet assessed

NATIONAL PROFICIENCY IN ENGLISH bullet pointed – SCALE FROM RECEPTION TO KS4

CODE	DESCRIPTION
A	<p>New to English</p> <ul style="list-style-type: none"> • May use first language for learning and other purposes. • May remain completely silent in the classroom. • May be copying/repeating some words or phrases. • May understand some everyday expressions in English but may have minimal or no literacy in English. • Needs a considerable amount of EAL support.
B	<p>Early acquisition</p> <ul style="list-style-type: none"> • May follow day to day social communication in English and participate in learning activities with support. • Beginning to use spoken English for social purposes. • May understand simple instructions and can follow narrative/accounts with visual support. • May have developed some skills in reading and writing. • May have become familiar with some subject specific vocabulary. • Still needs a significant amount of EAL support to access the curriculum.
C	<p>Developing competence</p> <ul style="list-style-type: none"> • May participate in learning activities with increasing independence. • Able to express self orally in English, but structural inaccuracies are still apparent. • Literacy will require ongoing support, particularly for understanding text and writing. • May be able to follow abstract concepts and more complex written English. • Requires ongoing EAL support to access the curriculum fully.
D	<p>Competent</p> <ul style="list-style-type: none"> • Oral English will be developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. • Needs some/occasional EAL support to access complex curriculum material and tasks
E	<p>Fluent</p> <ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. • Operates without EAL support across the curriculum.
N	Not yet assessed

6. New Descriptors for Lambeth based on 5 Stages of English Proficiency - Reception to KS4

LAMBETH STAGE 1 (New to English)	LAMBETH STAGE 2 (Becoming Familiar)	LAMBETH STAGE 3 (Becoming Confident)		LAMBETH STAGE 4 (Fluent)
DfE STAGE A (New to English)	DfE STAGE B (Early Acquisition)	DfE STAGE C: (Developing Competence)	DfE STAGE D (Competent)	DfE STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> • Silent period • May use first language for learning and other purposes • Copies/repeats some words and/or phrases • Uses single words or short phrases • Has very basic, limited range of vocabulary • Understands some everyday expressions and simple instructions in English. 	<ul style="list-style-type: none"> • Uses spoken English for 'social' purposes • Participates in learning activities with support • Has limited awareness of grammar syntax • Vocabulary is widening but tends to be related to familiar contexts • Is acquiring some topic/subject specific vocabulary • Follows day to day social communication in English • Understands simple instructions • Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> • May participate in learning activities with increasing independence • Uses spoken English confidently but structural inaccuracies still apparent • Has a fairly wide vocabulary, which includes a growing bank of subject-specific words • Gives appropriate responses to a wider range of situations without the need for visual support • Able to follow more complex verbal input and some abstract concepts 	<ul style="list-style-type: none"> • Oral English is developing well, enabling successful engagement in activities across the curriculum, but might need support to refine English usage • Speech is more complex and mostly demonstrates an awareness and appropriate use of the rule of grammar and word order, with fewer errors • Has a wide vocabulary • Some vocabulary gaps still evident • Usually copes with wide range of verbal input from variety of sources 	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent speaker of English in a full range of situations
READING				
<ul style="list-style-type: none"> • Minimal or no literacy in English 	<ul style="list-style-type: none"> • May have developed some skills in reading • Copes with familiar words/word patterns and able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> • May be able to follow more complex written English • Reads accurately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> • Can read and understand a wide variety of texts • Still needs some support to access subtle nuances of meaning 	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent reader of English, (with matching understanding), in a full range of situations
WRITING				
<ul style="list-style-type: none"> • Minimal or no literacy in English 	<ul style="list-style-type: none"> • May have developed some skills in writing • Can produce a small amount of independent writing with support from teachers/peers • Has limited awareness of grammar • Uses basic punctuation ie full stops and capital letters • Is becoming aware of basic phonemes and simple spelling patterns • Uses basic vocabulary 	<ul style="list-style-type: none"> • Literacy will need ongoing support, particularly for understanding text & writing. • Strives towards more developed pieces of writing for a range of purposes • Demonstrates a growing awareness of grammar but some errors • Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation • Is producing improved spelling for a wider range of words • Developing a wider range of vocabulary 	<ul style="list-style-type: none"> • Writes competently for a variety of purposes • Writing contains only occasional errors in grammar ie structure • Written English may lack complexity • Generally uses a wider range of punctuation (commas, apostrophes, inverted commas) and organizational devices accurately • Spells most words correctly • Uses a wide range of vocabulary, but needs support to further develop abstract vocabulary 	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent writer of English in a full range of situations
Needs a considerable amount of EAL support	Needs a significant amount of EAL support to access the curriculum	Requires ongoing EAL support to access the curriculum fully	Needs some/occasional EAL support to access complex curriculum materials and tasks	Operates without EAL support across the curriculum