

EAL Assessment Descriptors and Progress Indicators

Listening

New to English/Emerging

Band A	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
L-A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker
L-A2	Can follow classroom instructions when the context and actions of teachers and peers are supportive
L-A3	Can understand a small range of words, and, with help, is quickly acquiring a practical basic vocabulary
L-A4	Can understand what people say about everyday things if they speak slowly and clearly and are helpful
L-A5	Can understand and follow directions, (e.g. how to get somewhere)
L-A6	Can understand a limited amount of frequently used vocabulary and language expressions across different subject areas (particularly the academic register)
L-A7	Can ask a speaker to repeat or explain words in order to understand more of the message (particularly when in supportive situations)
L-A8	Can listen for longer, and understand new words and phrases when content is delivered with enough contextual support
L-A9	Can understand questions about topics learned in class with support
L-A10	Appears to be increasingly confident, engaged and independent in tasks requiring speaking and listening

Early acquisition/ Developing

Band B	Developing greater autonomy in processing speech
L-B1	Can understand and respond to longer questions and instructions
L-B2	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
L-B3	Is becoming aware of levels in the lesson beyond the most concrete or simple
L-B4	Is beginning to engage with abstract or complex content, including concepts that cannot be illustrated easily
L-B5	May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions
L-B6	Is acquiring a range of vocabulary across different learning areas
L-B7	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication
L-B8	Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous
L-B9	Can independently understand questions about topics learned in class
L-B10	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech

Expanding competence/ Secure

Band C	Developing more independence in the use of basic listening skills needed to engage with learning
L -C1	Can understand the main points of recorded material about familiar subjects delivered relatively slowly and clearly
L -C2	Can follow and negotiate with other pupils during group work
L -C3	Can understand some idiomatic or figurative expressions, but may require explanation
L -C4	Can generally follow group discussion and ask for help and repetition where necessary
L C5	Can follow directions in classroom tasks, paying attention to details
L -C6	Can follow and understand specialised or subject-specific terminology if it has previously been introduced
L -C7	Can respond appropriately in most unplanned classroom exchanges
L -C8	Can understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand
L -C9	Can sustain listening efforts to a level approaching that of most peers
L -C10	Can begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing, particularly when working with familiar topics

Competent/Advanced

Band D	Applying listening skills over an increasing range of contexts and functions
L -D1	Can begin to follow some culturally-specific practices when listening to English (e.g. eye contact, distance, gesture)
L -D2	Can follow and identify a range of vocabulary across different learning areas
L -D3	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication
L -D4	Can follow and participate in group conversations, especially on familiar topics in informal English
L -D5	Can follow reasoning and argument in the same way as most peers
L -D6	Can understand audio-visual recordings in standard dialect likely to be encountered in social and learning contexts. Can identify speaker viewpoints and attitudes as well as the information content
L - D7	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
L -D8	Can understand an unfamiliar speaker on a familiar topic
L -D9	Can record and organise spoken information to set guidelines (e.g. use diagrams, graphs, tables)
L - D10	Can follow and communicate in a variety of social and learning contexts, understanding ideas and information on a range of familiar topics and issues.

Fluent / Exceptional

Band E	Showing little or no disadvantage to English-speaking peers
L -E1	Can define the nature and purpose of information being sought before listening or viewing
L -E2	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
L -E3	Can demonstrate understanding of well-known idioms in context
L -E4	Can select key information for a purpose, rejecting irrelevant and unimportant information
L -E5	Can follow the gist and some detail of a spoken text on a new topic at normal speed (e.g. on the media, visiting speakers)
L -E6	Can order information gained from spoken language, choosing a suitable organising format
L -E7	Can evaluate the quality and validity of information gained from spoken communication
L -E8	Can follow a complex argument on familiar topics or themes and ask appropriate and relevant questions
L -E9	Can identify the effects of devices such as rhythm, metaphor and repetition
L -E10	Can identify implied meanings from spoken language e.g., innuendos

Speaking

New to English/Emerging

Band A	Emerging competence in basic oral expression
S-A1	Can establish social contact: greetings and farewells, introductions, giving thanks
S -A2	Can produce simple, mainly isolated phrases about people and places, although often with errors such as omission of preposition (e.g. <i>'He explain me'</i>)
S -A3	Can express basic needs or feelings in simple terms, with limited range of adjectives and inaccurate use of verbs (e.g. <i>'I not have ruler', 'I am feel happy'</i>)
S -A4	Can use common verbs like go, do and make but frequent omission of inflection (e.g. <i>'Teacher say'</i>) or problem with negative form (e.g. <i>'I not do it'</i>)
S -A5	Can make simple statements, usually single words or short phrases, relating to lesson content, usually with scaffolding from the teacher (e.g. <i>'He try to say...'</i>)
S -A6	Pronounces comprehensibly and attempts to approximate English stress and intonation
S -A7	Can handle short social exchanges but may not understand enough to keep a conversation going of his/her own accord
S -A8	Can interact in a simple way but communication is dependent on repetition at a slower rate of speech and rephrasing
S -A9	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics studied in class
S -A10	Can say what he/she likes and dislikes.

Early acquisition/ Developing

Band B	Oral competence includes developing ability to respond verbally in interactions with others
S -B1	Can describe people, places and possessions in simple terms (e.g. <i>'She is very tall, 'my phone case is blue'</i>)
S - B2	Can express own feelings and wishes more independently
S -B3	Can use some frequently heard adjectives (e.g. <i>'big', 'fast', 'good'</i>) independently
S -B4	Can communicate some content about concrete matters during simple, familiar tasks (e.g. <i>'This animal cell, it has 3 parts'</i>)
S -B5	Can sometimes participate effectively in discussion with English speakers who modify their language to make it easier for them
S - B6	Can give simple directions and instructions (e.g. explain how to get somewhere or do something)
S -B7	Can participate in short conversations in routine contexts on topics of interest
S -B8	Can discuss what to do next and make and respond to suggestions, but experiences challenges with <i>'if'</i> clauses and conditionals
S -B9	Can indicate time by such phrases as <i>'next week', 'last Friday', 'in November', 'at three o'clock'</i>
S -B10	Is beginning to successfully take part in group work and class discussion

Expanding competence/ Secure

Band C	Emerging competence in spontaneous expression and communication
S -C1	Can communicate simply in routine tasks to ask for and provide things, get simple information and discuss what to do next
S C2	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference
S -C3	Can contribute to informal discussion with friends provided speech is clearly articulated in standard dialect
S -C4	Can comment briefly on the views of others
S -C5	Can self-correct some grammatical errors
S -C6	Can express belief, opinion, agreement and disagreement politely
S -C7	Can explain own point of view and defend it
S -C8	Can discuss familiar subject content across different curriculum areas
S -C9	Can use paraphrase to cover gaps in vocabulary or structural knowledge
S -C10	Can use English effectively in problem-solving tasks

Competent/Advanced

Band D	Competence in producing more varied and complex speech in a wider range of contexts
S -D1	Can summarise in longer utterances, with some cohesion, about subject content (e.g. <i>'When vaccination began, number of deaths got lower'</i>)
S -D2	Can express opinions and reactions regarding possible solutions or what to do next, giving brief reasons and explanation
S -D3	Can use a growing range of technical vocabulary and begin to use some imagery and colloquialisms
S -D4	Can use both formal and informal English in appropriate contexts
S -D5	Can express his/her thoughts about abstract or cultural topics such as music, films
S - D6	Can explain why something is a problem
S -D7	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail
S -D8	Can explain in reasonable detail the results of an enquiry (e.g. science experiment)
S -D9	Can express thoughts and feelings by using allusions, making jokes and using some idiomatic expressions
S -D10	Can use a growing range of everyday and specialist vocabulary in all learning areas (e.g. <i>'subtract'</i> , <i>'calculate'</i>) and can identify multiple meanings of many familiar words (e.g. <i>'angle'</i> in English and <i>'angle'</i> in mathematics)

Fluent / Exceptional

Band E	Developing competence in fluent, creative use of English
S -E1	Can produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points
S -E2	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
S -E3	Shows an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings
S E4	Can synthesise and report information and arguments from a number of sources
S -E5	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, unfamiliar topics
S -E6	Can defend opinions in discussion by providing relevant explanations, arguments and comments
S -E7	Can relate the plot of a book or film and describe his/her reactions
S E8	Can express himself/herself fluently and spontaneously, controlling a range of registers
S -E9	Has good command of a broad vocabulary with little obvious searching for expressions or avoidance strategies
S -E10	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately

Reading and Viewing

New to English/Emerging

Band A	Little or no knowledge of written English; taking first steps to engage with written and digital texts in English
R-A1	Continues to use first language, culture and experiences when given the opportunity (e.g. recognising vocabulary cognates e.g. volcano – vulcan in Romanian, using factual knowledge acquired via first language) can recognise and use pictures and other visuals as a source of meaning
R -A2	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
R -A3	Can begin to identify sound-symbol correspondence at word level
R -A4	Can understand the use of commas, full stops and other frequently used punctuation marks when reading
R -A5	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)
R -A6	Can use first language support for joining in curriculum activities e.g., glossaries
R- A7	Can recognise and re-use new English vocabulary in the context of classroom activities, and understand words looked up in bilingual resources
R -A8	Can recognise and understand words and short texts that have been taught/rehearsed in class
R -A9	Can recognise common spelling patterns, prefixes (e.g. 're' in 'replace') and suffixes (e.g. 'cycle' in 'bicycle'), begin to use this awareness to assist comprehension
R -A10	Can recognise and read common words out loud, with comprehensible pronunciation

Early acquisition/ Developing

Band B	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
R -B1	Can recognise many frequently occurring words by sight or initial letter; begins to use awareness of sound-symbol correspondence to decode unfamiliar words
R -B2	Can classify and sort visual images using word labels or icons
R -B3	Can understand taught phrases and simple sentences, sometimes using visuals as prompts
R -B4	Can find and extract simple information in short texts to answer 'what', 'where' and 'who' questions
R -B5	Can understand and use diagrams, charts and other displays showing announcements and notices around the school
R -B6	Can recognise and understand subject-specific vocabulary and associated expressions
R -B7	Can begin to combine developing learning strategies such as using word recognition, context, own experience and rereading to decipher meaning
R -B8	Can attempt to navigate curriculum material, using headings, contents lists, page numbers, visuals, and graphics (particularly if online)
R -B9	Can begin to make use of visual cues and graphic information when reading without prompting

R -B10	Can read and understand most of the words/sentences/short passages in texts that are familiar in theme
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Expanding competence/ Secure

Band C	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
R-C1	Can understand and locate relevant information in online and printed texts, and in everyday written items such as emails, school letters/notices and text messages
R -C2	Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing
R -C3	Can recognise meaning relationships such as cause/effect and time sequences within and across sentences signalled by signpost words such as ' <i>because</i> '
R -C4	Can understand and track meaning across sentences and passages, paying attention to topic-related language and cohesion markers (e.g. ' <i>firstly</i> ', ' <i>secondly</i> ')
R -C5	Can read short texts aloud, showing awareness of word inflections (e.g. ' <i>-ed</i> ' in ' <i>walked</i> ') and using punctuation to guide intonation
R -C6	Can understand short fictional texts written in contemporary prose, but may still need help to distinguish literal meaning from implied meaning, oblique cultural references, sarcasm and humour
R -C7	Can understand curriculum-related texts beyond the literal level, with teacher and peer support, using context and visual clues to deduce meaning
R -C8	Can extract key information and messages from curriculum subject texts and re-present the information
R -C9	Can begin to identify the author's perspective in curriculum content and literary texts
R -C10	Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar idiomatic, figurative and metaphoric expressions

Competent/Advanced

Band D	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks
R D1	Can tackle most curriculum-related reading tasks, adjusting focus and speed of reading for different purposes, but may need support to deal with unfamiliar vocabulary, expressions and abstracted meaning
R -D2	Can use spelling patterns, syntactic and semantic cues, to work out the meanings of unfamiliar words (e.g. ' <i>brotherly</i> ', ' <i>shellfish</i> ' or using knowledge of ' <i>taken/took</i> ' to work out what ' <i>shaken</i> ' or ' <i>shook</i> ' means)
R -D3	Can make predictions about the likely content of curriculum subject and literary texts based on knowledge of the different classroom activities and text types
R -D4	Can read aloud a curriculum-related text without rehearsal, signalling meaning through volume and patterns of stress and intonation
R -D5	Can search for and locate information from a range of digital and non-digital sources
R -D6	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

R D7	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)
R -D8	Can extract and track key information from a range of digital and non-digital sources, including chapters in books
R -D9	Can read a wide range of curriculum-related material suggested by teachers and/or peers to enrich knowledge and understanding
R -D10	Can read with understanding a wide range of curriculum-related texts (including literature), and interpret content meaning beyond the literal where appropriate

Fluent / Exceptional

Band E	Engaging with curriculum-related reading activities independently and productively in different subject areas
R -E1	Can read with ease all forms of the written language in print or online, including abstract, linguistically complex curriculum related texts and some specialist articles (e.g. sports reports)
R -E2	Can independently choose strategies to achieve understanding (e.g. varying the pace of reading for selective attention and text difficulty)
R -E3	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)
R -E4	Can follow contemporary fiction independently and can discern the literary techniques involved (e.g. alliteration)
R -E5	Can handle book-length factual and biographic texts, appreciating different styles; can understand some subject specialist jargon in own field/s of interest
R - E6	Can comprehend printed and online articles and blogs concerned with news/current affairs, with an understanding of the author's stances or viewpoints
R -E7	Can identify meaning, relationships and structures of information in curriculum texts (e.g. causal/effect, problem/solution, evaluation/choice)
R -E8	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
R -E9	Can identify and interpret specific ideas and narrative developments in curriculum-related tasks (e.g. justifying an opinion or response)
R -E10	Can search and collect information from different sources, including the internet, and can identify relevant information across complex passages and in lengthy texts

Writing

New to English/Emerging

Band A	Demonstrating competence in managing basic, simple and isolated phrases
W-A1	Can label pictures with simple words learnt in lessons (e.g. labelling a map)
W -A2	Can form and reproduce some English letters as part of a curriculum task
W -A3	Can show awareness of common and simple spelling patterns (e.g. words formed by letters, letters connected to certain sounds)
W -A4	Can copy and write own name
W -A5	Can use first language to scaffold their effort to form English words (e.g. use dictionary to find English equivalents, ask for English translation of words in first language)
W -A6	Can complete sentence starters if examples are provided (e.g. <i>'I like', 'I am', 'I come from'</i>)
W -A7	Can give personal information in written form (e.g. name, address, age, date of birth when filling in forms)
W -A8	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)
W -A9	Can write simple, isolated words on familiar topics in relation to the curriculum (e.g. <i>'water'</i> and <i>'river'</i> related to the topic of water cycle)
W A10	Can write simple phrases about themselves (e.g. likes and dislikes, their daily life)

Early acquisition/ Developing

Band B	Demonstrating competence in producing simple sentences and paragraphs on familiar topics
W-B1	Can form and reproduce most English letters and familiar clusters of letters in frequently encountered words
W -B2	Can use basic punctuation accurately for various purposes (e.g. commas to separate ideas, capitals to start a sentence, full stops to conclude sentences)
W -B3	Can use everyday vocabulary and phrases (e.g. <i>'scrap paper', 'washing-up liquid', 'fed up', 'off you go'</i>) and start to experiment with common technical terms used in the classroom (e.g. <i>'get into pairs', 'fill in the blanks'</i>)
W -B4	Can follow and reproduce examples of layout for subjects across the curriculum (e.g. title, subheadings, new page)
W -B5	Can show some awareness of the differences between formal and informal language, but writing still has features of everyday spoken language e.g. <i>'gonna'</i>
W -B6	Can show awareness of the range of tenses, but tends to use the same tense for different situations (e.g. simple present tense for both present and past events)
W -B7	Can construct sentences independently, but might seek help or require modelling
W -B8	Can start to combine sentences to produce paragraphs in relation to their past experience or immediate environment (e.g. people, places, schools)
W -B9	Can write simple and cohesive paragraphs on familiar topics after some rehearsal
W -B10	Can write meaningful sentences and paragraphs, which reflect taught content in subjects across the curriculum

Expanding competence/ Secure

Band C	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
W-C1	Can use cohesive devices to link within and between paragraphs (e.g. 'but', 'however'), but the usage is not always accurate
W -C2	Can use a variety of tenses based on taught examples (e.g. simple past tense, present perfect tense), although these might not always be accurate
W -C3	Can connect simple sentences into complex sentences and incorporate information from different sources to form an extended text
W -C4	Can use a range of punctuation with greater accuracy and can write in paragraphs
W -C5	Can present abstract and concrete information in relation to curriculum subjects with reasonable precision and can suggest solutions to solve problems based on the information
W -C6	Can communicate effectively with increasing independence through writing, but there are still errors in grammar and vocabulary
W -C7	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)
W -C8	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)
W -C9	Can write short, simple essays on topics of personal interest or on a rehearsed curriculum topic (e.g. holiday, sports)
W -C10	Can edit their writing with support from teachers and peers

Competent/Advanced

Band D	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar
W-D1	Can demonstrate a greater awareness of the differences between formal and informal language
W -D2	Can use a wide range of grammatical features consistently, including accurate tenses, use of the conditional (e.g. <i>If I were rich, I would travel</i>) of passive voice, modal verbs (e.g. 'would', 'could'), connectives (e.g. 'then', 'later') and conjunctions (e.g. 'although', 'however')
W -D3	Can write coherent stories and descriptions with clear supporting details in relation to lesson content
W -D4	Can produce detailed and well-structured texts across a range of genres
W -D5	Can produce extended texts with an attempt to develop coherent arguments based on logical reasoning
W -D6	Can respond to controversial issues in writing by presenting different perspectives including their own
W D7	Can use some collocation and colloquialisms, but writing still has features of 'non-idiomatic' use of academic language
W -D8	Can produce texts with examples of emotive language

W -D9	Can demonstrate awareness of cultural conventions of writing in English and their first language e.g., conventions for writing the date, giving quotations and the capitalisation of words
W -D10	Can edit own work independently and writing shows greater fluency, accuracy and appropriateness after proofreading

Fluent / Exceptional

Band E	Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing
W -E1	Can produce clear, highly accurate and detailed texts on a variety of topics in relation to curriculum subjects (e.g. creative writing, report on experiments, critique of current affairs)
W - E2	Can present well-structured texts on complex subjects with clear points and justifications
W -E3	Can summarise and synthesise information from a number of resources and formulate own opinions to develop convincing arguments
W -E4	Can write clear, well-structured texts in English for subjects across the curriculum with an appropriate style and register. Can demonstrate high accuracy in tenses and complex grammatical features e.g. conditional, passive voice and collocations
W -E5	Can give critical appreciation and appraisal of literary and creative texts
W -E6	Can show subtlety in use of English expressions (e.g. metaphor, humour, irony) and use them with confidence
W E7	Can express own views effectively and relate to others with reference to personal values and beliefs
W -E8	Can plan writing with a particular audience in mind and, when needed, can redraft the text to suit different audiences
W -E9	Can vary style and format to adapt to different requirements and contexts of writing
W -E10	Can review, evaluate and edit their work independently