



Park Road Academy Primary School
Learning through English as an Additional Language
Assessment Framework Overview



Nassea	Step 1 Surviving a school day	Step 2 Reacting to learning experiences	Step 3 Engaging more independently	Step 4 Emerging control over language tools	Step 5 Developing fuller understanding, extending responses	Step 6 TRANSITION	Step 7 The need for support reduces	Step 8 Fluency, monitoring
Listening/ Understanding	Can understand classroom words. Can respond to one step instructions. Can learn and use new words taught in class	Can understand one-step, familiar, practical and short speech.	Can use scaffolding, support and differentiation provided in class. Can understand targets and appropriate learning objectives. Can pick up and use new vocabulary quickly.	Can understand beyond the simplest part of the lesson. Can express content independently. Can be easily understood. Can express content very well with scaffolding and rehearsal.	Can understand the gist of a lesson at normal pace. Can deal with routine events in school. Can converse socially and on task. Can communicate familiar content and own observations with detail. Can describe, narrate and share reasoning and opinions, although with errors.	<p><i>The pupil can sometimes perform close to age-appropriate expectations.</i></p> <p><i>The pupil will sometimes perform at a much lower standard than was expected.</i></p> <p><i>This is because the pupil's need for contextual support is greater under some circumstances.</i></p> <p><i>Providing more contextual support at times of change and at the start of a new unit of work will raise attainment.</i></p>	Can understand the gist of the lesson with no adjustment for EAL. Can interact spontaneously during all class activities.	Can understand the content of a lesson in the same way as most peers.
Speaking	Can answer 'where, what, who, when' questions Can produce learned words, learned short phrases. Can communicate with people who adjust the conversation for EAL needs.	Can communicate about the concrete, the practical and the familiar. Can retell short and simple content delivered supportively. Can speak in longer phrases and sentences with scaffolding.	Can ask for clarification in a focussed way. Can speak independently in longer, communicative utterances. Can express a lot of lesson content.	Can express content independently. Can be easily understood. Can express content very well with scaffolding and rehearsal.	Can converse socially and on task. Can communicate familiar content and own observations with detail. Can describe, narrate and share reasoning and opinions, although with errors.		Can converse about lesson content with only minor errors. Can express both concrete and abstract ideas. Can explain own reasoning.	Can use English spontaneously in an age appropriate way. Can use English effectively, both socially and academically.
Reading	Can read own name. Can understand signage in school. Can understand labels. Can recognise words by shape and first letter.	Can answer one-step who, what, where, when questions relating to text. Can read simple text relating to something already discussed. Can locate high content words in texts. Can recognise most initial consonants.	Can locate taught features of text and layout. Can retrieve information at a simple level. Can read with understanding a differentiated text. Can use phonic skills.	Can attempt a range of texts. Can decode unfamiliar words. Can retell text content with scaffolding.	Can understand a simple text, if the vocabulary is mostly familiar.		Can read an age-appropriate text and understand the main points.	Can understand age-appropriate texts. Can understand inference at an age-appropriate level.
Writing	Can form most letters. Can copy known words. Can conform to taught layout.	Can write short sentences with scaffolding. Can attempt some independent writing. Can use capital letters and full stops.	Can write sentences about familiar content. Can use a model to improve writing. Can produce easily read handwriting. Can use more taught punctuation.	Can write meaningful sentences and short text with scaffolding. Can use common spelling patterns. Can use basic punctuation independently. Can apply common spelling patterns.	Can write a simple paragraph about familiar content.		Can write clearly, with details. Can explain own point of view, giving reasons. Can explain advantages and disadvantages.	Can produce detailed, well-structured, cohesive texts at an age-appropriate level.
	Short phrases, single words.	Can recognise that verbs change form, but cannot yet use verb forms with accuracy.	Can use more grammatical features, adopting what s/he hears others say, but with errors. Uses 'and' 'because'.	Can self-correct some grammatical mistakes.	Can communicate in cohesive English, although with errors.	Can use features of grammar associated with higher order thinking skills, if these have been taught and modelled.	Unfamiliarity with some aspects of the language, or with some vocabulary, can cause underachievement if teachers are not aware of the pupil's language needs.	