









 Reading

Note: band descriptors may not be acquired in the order listed here.

Band	Band Descriptors
	<ul style="list-style-type: none"> • Has minimal or no literacy in English • May be literate in home language • Awareness of left-to-right reading • May be beginning to develop recognition of some words, letters and symbols • Starting to develop early reading skills, e.g. CVC words • Able to match pictures with taught words • Can read familiar words out loud • Starting to understand short, familiar texts
	<ul style="list-style-type: none"> • Recognises high frequency words or decodes unfamiliar words • Can read simple sentences or a short text • Can say main points or answer what/who questions on a text • Understands basic punctuation and reads using cues from punctuation • Understands explicit messages from a text • Understands pronoun use in texts • Joins in with reading familiar texts aloud in class • Beginning to navigate curriculum content
	<ul style="list-style-type: none"> • Can select relevant information to answer questions • Can answer how/why questions • Can make some inferences from a text • Can identify key features of text types • Able to decipher unfamiliar words from context • Able to read short texts aloud with improving intonation • Able to track meaning across sentences and passages • Can understand fictional texts but may struggle with humour or implied meaning • Can follow curriculum-related texts and find relevant information in curriculum materials • Able to understand a wider range of grammar, such as different tenses, question forms, verb structures and prefixes and suffixes
	<ul style="list-style-type: none"> • Can compare opinions on a text • Able to distinguish fact and opinion • Can identify text purpose • Can predict text content • Understands a wider range of curriculum vocabulary • Employs a range of reading strategies like scanning, and adjusts speed and focus depending on purpose • Can interpret meaning beyond literal • Understands certain idioms and literary devices • Can read curriculum content without rehearsal • Can show awareness of a range of modals, conditionals, figurative speech and the passive voice
	<ul style="list-style-type: none"> • Reads, understands and interprets a range of fiction and non-fiction, age appropriate texts equal to a native speaker peer • Able to analyse a range of curriculum texts • Draws conclusions and recognise complex cohesive markers across a text • Understands abstract language • Handles book-length texts

 Listening






Note: band descriptors may not be acquired in the order listed here.

Band	Band Descriptors
	<ul style="list-style-type: none"> • Can understand home language • Makes eye contact • Responds to name or simple greeting • May show understanding through actions rather than words • Understands single words in familiar contexts • Can repeat words • Watches or joins in key activities • Some growing awareness of grammar • Beginning to follow short sequences of instructions delivered slowly
	<ul style="list-style-type: none"> • Can understand everyday concrete expressions • Answers simple factual questions with visual support • Follows everyday social communication and willing to start conversations with others • Follows simple instructions with clear context • May ask for extra time or clarification • Beginning to engage with abstract content that can't be easily illustrated • Has a growing vocabulary • Able to listen for longer periods in class • Beginning to interpret intonation
	<ul style="list-style-type: none"> • Follows sets of oral instructions • Can differentiate between present, past and future tense • Follows gist of teacher talk • Acquiring subject-specific vocabulary • Understands gist of unfamiliar English in familiar situations • Understanding of sentence types such as questions based on word order • Growing awareness of formal and informal registers • Understands some idiomatic language • Can follow group discussion most of the time and takes part in class dialogue • Takes an active role in conversations on familiar topics • Responds appropriately in most unplanned exchanges
	<ul style="list-style-type: none"> • Shows understanding of curriculum topics with minimal visuals • Beginning to understand inference • Can follow reasoning in discussions and arguments • Able to interpret meaning through intonation, volume and stress • Understands an unfamiliar speaker on a familiar topic • Understands some idioms and phrasal verbs • Can communicate in formal and informal registers • Able to take part in most types of social conversation • Participates in most school contexts
	<ul style="list-style-type: none"> • Can follow extended speech and gather the gist and some detail of speech on new topics, such as in the media • Able to follow a complex argument on familiar topics and ask relevant questions • Can identify implied meaning in spoken language • Shows understanding of idiomatic speech and understands humour • Has the range of listening skills required to fully access the national curriculum and all school situations • Understanding is equal to that of a native English-speaking peer



Writing

Note: band descriptors may not be acquired in the order listed here.

Band	Band Descriptors
 A	<ul style="list-style-type: none"> • Can hold a pen • Beginning to form letters or words independently or by copying • Can write in first language • Beginning to form letters and words • Can write own name • Can write some high frequency words • Can draw or label diagrams • Starting to write simple sentences
 B	<ul style="list-style-type: none"> • Handwriting is legible, though may be inconsistent • Shows awareness of simple conventions such as spaces between words • Can write familiar words using phonic knowledge • Uses basic punctuation • Can use simple present tense or some simple past • Employs a range of everyday vocabulary and some classroom terms in writing • Has some awareness of formal and informal language differences • Shows understanding of simple spelling rules
 C	<ul style="list-style-type: none"> • Can use plurals, prepositions, pronouns and articles with more accuracy • Attempts a variety of verb tenses • Uses a wider range of vocabulary and basic punctuation • Shows use of cohesive devices in writing • Can edit writing with teachers or other students • Able to communicate effectively through writing but still with errors • At secondary level can write in a range of writing styles such as reports, descriptions of past events or simple essays and at primary level can attempt texts.
 D	<ul style="list-style-type: none"> • Can write competently, independently and at length • Uses high level connectives, a range of tenses and active and passive voice • Can target writing for different purposes and audiences and can write texts as stories, summaries, essays and arguments • Able to correct the spelling of curriculum vocabulary and edit own work for accuracy and appropriateness • Shows use of idiomatic language but still with non-idiomatic examples
 E	<ul style="list-style-type: none"> • Can cope with writing demands in all curriculum areas • Can summarise information from a number of sources • Can use irony or humour • Able to justify and debate opinions • Can write texts suitable for specific audiences and purposes • Reviews and revises own work • Shows full control of grammatical features, including a wide variety of tenses • Expresses ideas appropriately for age group

Speaking

Note: band descriptors may not be acquired in the order listed here.

Band	Band Descriptors
A	<ul style="list-style-type: none"> • May be in silent phase or speak only home language • Can produce single words or short phrases • Can respond to visually supported questions with one or two words or echo short words • Can give greetings and farewells • May be able to name some everyday objects or simple adjectives • Asks basic questions and communicates needs • Attempts common verbs like go and do • Can say likes and dislikes
B	<ul style="list-style-type: none"> • Attempts simple questions • Can re-tell a short story • Can describe people, places or things in simple language • Can express own feelings more easily • Can give simple instructions • Able to indicate time using time phrases, but has problems applying grammatical rules and may over-generalise rules, e.g. 'I eated' • Participates in short conversations on routine topics • Starting to take part in group work and class discussion
C	<ul style="list-style-type: none"> • Speaks in simple everyday exchanges using extended sentences and relative clauses • Able to use plurals, articles, pronouns and prepositions usually correctly • Can self-correct some grammatical errors • Able to give opinions and justify them • Can discuss familiar subject content across different areas of the curriculum • Able to paraphrase • Contributes to problem-solving group tasks • Contributes to whole class discussions and informal social exchanges
D	<ul style="list-style-type: none"> • Can attempt to summarise longer utterances and re-tell events in a connected narrative • Able to use a growing range of technical and subject-specific vocabulary, including terms with multiple meanings • Uses formal and informal English appropriately • Can express opinions, giving reasoning and explanations and discuss causes of problems • Produces more complex sentences and grammatical structures such as the passive, though still with some home language interference • Able to make jokes and use idiomatic expressions
E	<ul style="list-style-type: none"> • Speaks in a confident and fluent manner suitable for multiple purposes and audiences, using correct word order • Speaks with fewer hesitations and without scaffolding • Able to hypothesise and make predictions • Can deliver a curriculum-related presentation • Able to compare and contrast ideas in different subject context and contribute to group discussions on unfamiliar topics • Shows understanding of stress, rhythm and intonation • Demonstrates a broad vocabulary of specialist and everyday terms, rarely searching for lexis