

Assessing Pupil Progress in EAL

LISTENING & SPEAKING

Pupil name:

Date of first assessment:

	LEVEL DESCRIPTORS	TARGET	STRATEGIES	DATE
LISTENING & SPEAKING	S1 Step 1 (W) Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves. They follow simple instructions based on classroom routines. Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	Show confidence in joining in activities e.g. play, PE	Use gesture Model social language conventions Circle time type activities (using repetitive language)	
		Respond non-verbally to a variety of situations such as greetings and questions about themselves	Teach names of adults and peers Use peers to model routines / language Plan quality time (daily?) with pupil	
		Communicate needs by gesture/word, often using transcoding e.g. muje book chaheae	Provide visual support	
		Show evidence of listening by joining in stories and rhymes using words and actions.	Action rhymes/ songs/ poems/ stories Read simple dual language stories	
		Respond to simple instructions in English with bilingual support.	Teach simple classroom routines Sit the child where s/he can hear/see language being used	
		Use every-day vocabulary to interact with others e.g. objects in the classroom, names of clothing e.g. "coat" for my coat	Practical activities Display words/phrases in English and home language	
	S2 Step 2 (W) Pupils understand simple conventional English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.	Respond to simple instructions in English given in context using single words or simple phrases e.g. yes me understand	Child to look at the speaker whilst listening	
		Understand simple descriptions, with visual support	Use pictures, puppets, models and ICT	
		Ask or answer functional questions with a simple sentence (not necessarily grammatically correct)	Ask closed questions, either/or questions that require 1 word answers.	
		Listen attentively to a range of speakers e.g. a teacher talking to class, classroom assistant doing group work	Encourage child to respond in words, using number fan and whiteboard.	
		Initiate conversation in simple terms about personal experiences in one to one situations leading onto doing this in a group setting.	Give thinking time	
		Understand the gist of simple explanations with visual support.	Focus on child's meaning rather than the words used	
	S3 Threshold NC L1 Threshold With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class. Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gestures and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level	Initiate conversation in simple terms about personal experiences in one to one situations.	Provide models of different language functions e.g. recalling information, describing, explaining	
		Initiate conversation and provide some detail in a small group setting	Games (Pelmanism, Lotto, Snap, Track games)	
		Understand and respond to straightforward comments and instructions with support e.g. Are you happy? Yes me happy.	Develop a secure classroom environment	
		Participate as an attentive listener and respond with increasing confidence to what others have to say.	Encourage and prompt EAL child to participate in the lesson	
		Communicate more freely, being more concerned about meaning than correctness. Beginning to use negative forms, correct tenses and pronouns.	Provide sentence starters using visual cues	
		Show increasing vocabulary in subjects as well as every day use of common words and phrases.	Add to vocabulary book in English and home language	
		Provide simple descriptions of the objects in the environment e.g. a red ball; a pretty flower	Encourage child to make links with the home	
		Re-tell 3 picture story using simple phrases and sentences, attempting to use connectives such as 'and' and 'then'.	Model retelling of story in English and home language. Mime a simple scene with the child being the commentator.	

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LISTENING & SPEAKING	S4 Secure NC L1 Secure Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupil convey meaning, sustaining their contributions and the listeners' interest	Follow 2/3 Step instructions e.g. Finish your work and then read to me.	Repeat instructions using similar language Check child understands the instructions	
		Use prepositions selectively to talk about position e.g. sit next to me; he jumped over the bar	Use a range of classroom objects to show position	
		Listen and understand instructions and stories, support with some scaffolding such as key words and visuals	Use puppets, pictures & simplified texts in Literacy Hour	
		Have an awareness of past and present tenses	Retell story through sequencing pictures using basic time connectives	
		Relate a connected narrative to a teacher/group e.g. talk about a holiday	Encourage talk about first-hand experiences – talk partners	
		Beginning to produce longer utterances that are mostly grammatically correct.	Use a tape recorder to record news/stories	
		Talk about a story heard and predict what may happen next.	Talk partner in English and home language	
	S5 Consolidating NC L2 Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions Pupils begin to engage in dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary. Pupils begin to show confidence in talking and listening, particularly where topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.	Ask and answer simple wh- and how questions that are grammatically correct.	Information seeking activities/barrier games	
		Understand conversations with a few figurative expressions.	Provide opportunities for giving explanations, explaining processes, predicting probabilities	
		Begin to produce longer utterances that are grammatically correct, with clearer stress and intonation, within an academic context.	Provide additional listening and speaking opportunities across the curriculum	
		Able to hold extended conversations that express personal views and make constructive comments in a group.	Provide good peer role models Scaffold language around classroom to support talk	
		Begin to attempt complex sentences using conjunctions such as because and when.	Encourage involvement in the plenary.	
		Able to differentiate between past, present and future tenses.	Compare and contrast between the three main tenses Use 3 or 4 picture stories to tell in different tenses.	
		Give an oral account of an event/story/poem that demonstrates a developing vocabulary.	Use traditional stories with a predictable ending and ask child to change the ending.	
	S6 Competent NC L3 Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed. Pupils use language appropriately across the curriculum for different academic purpose (e.g. explaining)-some minor errors may still be evident. They are able to use more complex sentences. Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.	Extend figurative and idiomatic language used by peers and adults in context.	Role play/drama	
		Need to learn the meaning and usage of new subject specific vocabulary e.g. evaporation and condensation in science	Partner talk and reporting back	
		Participate as an active listener in group tasks e.g. understand most interactions in the classroom	Collaborative activities with good language models/ partner groups	
		Using the appropriate language registers to give a coherent and logical explanation of work being done e.g. how to solve a 2 step mathematical problem or carry out a scientific investigation.	Provide opportunities for giving explanations, explaining processes, predicting probabilities	
Use more complex sentences e.g. therefore, because, when, however		Key words to act as aides memoirs for listening and retelling		
Give a well organised account of an event, story, experience or activity.		Use tape recorder to evaluate own story and improve it.		
Communicate in most formal and informal situations using complex language appropriate to age group e.g. present a book review		Raise awareness of audience e.g. younger children or older pupils/adults		

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LISTENING & SPEAKING	<p>S7 Independent</p> <p>NC L4</p> <p>Pupils have a range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. Pupils have a range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.</p> <p>Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.</p>	Develop high order skills e.g. inferential and referential skills, reflection, justification	Teacher modelling	
		Contribute to the planning of, and take an active part in a group presentation e.g. a debate, a book review, a dramatic review	Guided questioning	
		Draw conclusions and formulate hypotheses.	Discussion of issues	

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READING	S1 Step 1 (W) Pupils participate in reading activities. They know that in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound..	Show signs of interest in books and reading	Provide plenty of books suitable for their age and reflecting their culture as far as possible, including dual language Provide taped stories with reading books	
		Hold the book the correct way, recognising front and back covers	Provide a reading partner to demonstrate	
		Show left to right awareness when looking at text		
		Recognise that words carry meaning in books and the environment	Dual language signs and posters in classrooms and around school. Topic "word walls" (also dual language, if possible)	
		Match shapes of the same size and colour		
		Recognise initial letter in own name	Reinforce this at every opportunity Talk about Text	
	S2 Step 2 (W) Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.	Demonstrate an interest in illustrations and use them to predict words	Provide opportunity to talk about pictures with a partner	
		Match letters in own name to other words	Provide suitable resources such as magnetic letters, wooden letters, plasticine, sound tray – as appropriate	
		Know and recognise some letters of the alphabet	Teach alphabet rhyme	
		Identify some initial letter sounds	Use Jolly Phonics ,Letterland approach, Progression in Phonics & IT programmes	
		Recognise some single words including names and familiar words from different curriculum areas	Display signs, poster, key words – back up by clear visuals	
		Read and understand signs, captions, labels and notices around the school	Illustrate signs	
	S3 Threshold NC L1 Threshold Pupils can read a range of familiar words and identify initial and final sounds in familiar words. With support, they can establish meaning when reading aloud phrases or simple sentences and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non- fiction.	Read groups of words with a growing awareness of their meaning and answer closed questions	Pair child with appropriate reader	
		Say and match letter names to letter sounds	Word level work during Literacy Hour IT programmes	
		Employ one or two reading strategies e.g. Using picture cues to make sense of text	Encourage and demonstrate this during one to one or guided reading	
		Read stories with repetitive language e.g. ORT	Use of IT programme and audio cassette	
		Respond to material read aloud e.g. By expressing an opinion, talking about the characters	Encourage a response in a small group or in class Talk about Text	
	S4 Secure NC L1 Secure Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	Demonstrate knowledge of alphabetical order e.g. Through using dictionaries, putting words in alphabetical order	Provide appropriate worksheets and word cards Encourage use of dictionary / thesaurus	
		Know most initial sounds and read CVC words	Magnetic letters, word level work in Literacy Hour, Progression in Phonics	
		Recall recently taught words and read the first 45 words (NLS) on sight	Target appropriate words Use words in context Encourage parents to practice with child	
Read and sequence simple texts with pictures and 1-4 lines of text		Sequence text with pictures Provide lots of practice in sequencing stories		
Understand meaning at sentence level		Check understanding through the use of words, pictures and maps.		
Retell story and recall what has happened in the story		Use of puppets & visuals		
	Give a personal response to a text and predict	Provide opportunities to discuss reading book Talk about Text		

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READING	<p>S5 Consolidating</p> <p>NC L2</p> <p>Pupils use more than one strategy, such as graphic, phonic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself.</p> <p>Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</p>	Use a range of strategies such as picture cues, phonics and context cues to guess unknown words	Word matching games – Cloze exercises	
		Know all initial sounds, blends and most vowel digraphs, and be aware of initial, medial and final sounds in words	Magnetic letters, phonic fans, whiteboards, Progression in Phonics	
		Begin to use inference (how, why) when discussing text	Darts activities	
		Tell a story using book language	Picture prompts, mind maps, matching exercises,	
		Access information from non-fiction books	Text-marking, answering comprehension questions	
		Be able to express an opinion about a text or a character in it	Book reviews Discussions – talk partners Character studies	
		Locate and use information sources e.g. age appropriate encyclopaedias and dictionaries, contents and index pages in non-fiction books	Guided tour of library (school or class) Using websites	
		Use intonation to convey meaning when reading aloud and with sufficient understanding to correct own miscues	Repetition, listening to others reading aloud and taped stories	
		Read silently with sustained concentration	Time to practice this provided in class After reading provide opportunities to talk about text	
	Use a more extensive sight vocabulary	Key vocabulary lists, word banks, word puzzles i.e. searches Talk about Text		
	<p>S6 Competent</p> <p>NC L3</p> <p>Pupils understand many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.</p> <p>Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information</p>	Discuss characters and their motivations in a story (Hot Seating characters)	Matching beginnings and endings Key lists of character adjectives Visuals (expressing feelings)	
		Select key information for a purpose rejecting irrelevant / unimportant information	Text highlighting	
		Identify different genre e.g. Descriptions, instructions, simple narrative	Plenty of exposure to different genres Match features to genre	
		Analyse tables, charts, results	Information transfer – provide practice	
		Compare, contrast, predict and evaluate texts	Teach the concepts and skills of comparing	
		Interpret information through using a range of reference skills. Know and understand alphabetical order – contents, indexes, symbols, abbreviation	Provide opportunities to work collaboratively	
		Begin to read a range of more complex texts by using some higher order reading skills such as inference, deduction and hypothesis	Explain any cultural references Look at origin of words e.g. bungalow Actively engaging with a variety of texts in different subject areas. Provide a framework/grid to complete	
		Track ideas throughout a text	Highlight ideas, hot-seating characters	
		Summarise and critically analyse the main points of fiction and non-fiction texts	Writing frames and grids Opportunities to work to personal experiences Talk about Text	

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READING	<p>S7 Independent</p> <p>NC L4</p> <p>Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.</p> <p>In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.</p>	Skim text for overall meaning	Provide opportunities to practice Set a realistic time limit	
		Scan text for specific information	Highlight text	
		Identify language features of specific genre, e.g. persuasive writing, recounts, etc	Create with children lists of criteria for each genre. Then compare and contrast.	
		Interpret text on more than one level	Pair/group discussion	
		Support a point of view using text as a point of reference	Match a given point to quotation from text	
		Understand figurative language, subtle humour and nuance	Teach through personal experience and reading. Refer to cross-cultural humour etc. Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. Monitor developing vocabulary Talk about Text	

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WRITING	S1 Step 1 (W) Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words and write from left to right..	Draw/ copy representational pictures (Older children – demonstrating a degree of fine motor control)	Pattern making Use of different media – e.g. play dough letters Left to right formation Repeating patterns Cripps handwriting	
		Use emergent writing to write letters or pre-writing pattern showing left to right orientation	Pattern making – letter formation Play in writing area	
		Copy single letters	Teach letter formation – correct orientation Magnetic letters Use interactive whiteboard Form letters in sand / salt tray	
		Copy single words and copy write name	Model writing Use whiteboard and pens	
		Write some upper and lower case letters e.g. from name	Letter games Pictorial alphabet strips available	
		Write own name with support	Use of name cards	
	S2 Step 2 (W) Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader and shows some knowledge of sound/letter patterns in English spelling. Building on their knowledge of literacy in other languages, pupils show knowledge of the function of sentence division.	Copy from model directly above	Encourage simple verbal rehearsal of own sentences Teacher modelling Shared writing Scribe for individuals	
		Draw a story in pictures	Picture sequencing	
		Identify and write some lower case letters with some control over size, shape and orientation	Labelling pictures using given words Interactive whiteboard	
		Identify and write some upper case letters with some control over size, shape and orientation	Magnetic letters Use of whiteboards and pens Matching games	
		Write own phrases and captions (not necessarily correct) using common everyday words	Speech bubbles Describe pictures Sentence building / "human sentences"	
		Use correct initial letter to write simple key words/ common words Use single letters or groups of consonants to represent words	Letter fans Cloze procedure – missing letters Use of peer modelling in small groups	
		Know most letter sounds and names	Initial sound collections Initial sound games CVC word games Computer games Progression in Phonics	
		Write one word answers to simple direct questions	With pictorial support	
		Attempt independent writing	Making books Provide picture word list – topic words Use of writing frames Paired writing	
		Beginning to write simple sentences without help (not necessarily grammatically correct) to convey ideas	Book making Model example Picture diary Writing frames Talk about writing/ talk for writing	
	S3 Threshold NC L1 Threshold Pupils produce recognisable letters and words in texts, which division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation	Begin to use full stops and capital letters	Teacher modelling	
		Know all letter sounds and names – associate letter with sound	Matching games	
Write regular CVC words		Rhyming books and games		
Use appropriate spacing between letters and words		Finger spaces Cut up sentences		
Produces legible upper and lower case letters but may be inconsistent in size		Handwriting practice Line guides		
Write words without models		Within context Cloze procedure – missing words		
Attempt extended independent writing		Rehearsing Writing frames Retelling stories with pictures Word bank		
Uses some adjectives and pronouns in writing		Visual pronoun prompts Repetition of common adjectives		
Answers questions with short phrases	Book marking Paired writing Talk about writing/ talk for writing			

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LEVEL DESCRIPTORS		TARGET	STRATEGIES	DATE
WRITING	S4 Secure NC L1 Secure Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupil's grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.	Write two simple sentences in sequence and attempt capital letters and full stops	Teacher modelling Building sentences – sentence makers/ language masters	
		Use words to join related phrases e.g. so, then, and	List of connectives available (display)	
		Attempt extended independent writing with support	Writing frames Word lists	
		Begin to write simple sentences using common everyday verbs (not necessarily grammatically correct) without help, to convey ideas	Use simple dictionary Word and picture prompts	
		Write letters that are clearly shaped and correctly oriented in upper and lower case	Teacher modelling Letter formation sheets	
		Beginning to use a range of simple punctuation	Modelling Talk about writing/ talk for writing	
	S5 Consolidating NC L2 Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frames and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when they receive no such support. Pupils are beginning to understand that different contexts require different forms of expression and they will be Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.	Use a range of adjectives to describe characters and feeling	Word lists and visual support Cloze procedure Drama games – hot seating	
		Begin to use the spelling patterns learnt in own writing	Spelling games	
		Write a story within a given structure	Mind mapping Use of writing frames Picture stimulus	
		Describe events in chronological order	Retelling known stories	
Spell words with common vowel digraphs		Rhyming words and books Language games		
Use a simple grid to record information		Visual cues Paired writing		
Write procedures or instructions using imperative tense e.g. describe a method in science		Provide initial sentence prompts Teacher modelling Provide visual stimuli Provide opportunity to rehearse before writing		
Use past and present tense		Cloze procedure		
More confidence in using other forms of punctuation, i.e. comma, speech marks		Modelling Identifying punctuation in reading books		
Use conjunctions and cohesive devices		Display words with examples		
Beginning to use a wider range of vocabulary including some subject specific vocabulary		Reading a variety of materials		
Beginning to use a range of verbs and adverbs		Use of thesaurus		
Beginning to use joined handwriting		Letter formation practice Talk about writing/ talk for writing		

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WRITING	<p>S6 Competent NC L3</p> <p>Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts.</p> <p>Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.</p>	Use a range of punctuation accurately	Moving to independent writing Teacher modelling Encouraging self correction Punctuating given text	
		Use a wider range of conjunctions and cohesive devices to improve fluency	Cloze procedure	
		Use a wider range of vocabulary including subject specific vocabulary	Use of thesaurus Word lists	
		Use a wider range of adverbs, verbs, and adjectives	Modelling Drama/ games	
		Write in a variety of genres with modelling and guidance e.g. Write a simple report, display note taking skills	Teacher modelling Shared writing	
		Beginning to monitor own writing for spellings, grammar and omissions	Encourage self -correction Use of dictionary	
		Use direct speech in writing	Use of visual cues	
		Handwriting is joined and legible	Handwriting practice	
		Use tenses correctly in the future Uses articles and pronouns confidently	Modelling	
		Begin to use paragraphs	Modelling	
		Spell words accurately that conform to regular patterns, including polysyllabic words e.g. surround	Cloze procedure Spelling games	
		Write independently in a variety of genres	Reading examples	
		Self correct written work with confidence	Teach drafting/re-drafting skills	
		Confident use of direct speech in writing with speech marks	Use stimulus like drama and link it to writing speech e.g. teacher in role Talk about writing/ talk for writing	
<p>S7 Independent NC L4</p> <p>Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English.</p> <p>Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatical complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.</p>	Plan and redraft looking for irrelevant sentences, phrases or ideas	Continue to model Support the use of subject specific language Use texts to develop figurative language e.g. metaphor / idiom etc		
	Proof read work for ways to improve the flow of ideas	Talk about writing/ talk for writing		