

HBJ ENGLISH LANGUAGE ACQUISITION POLICY

APPLIES TO:	Harrow Beijing (HBJ)
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REVISIONS: (Reviewer to enter initials and date)	

1. PURPOSE

English language acquisition is a primary focus within the HBJ educational model. This is a key priority given the majority of students use English as an additional language. This policy document sets out the purpose and philosophy that underpins the approach to supporting English language acquisition.

2. PHILOSOPHY

The approach to English language acquisition is founded on research within the field with a specific focus on East Asia. The following are fundamental pillars on which the HBJ philosophy is founded.

1. Recognition that many HBJ students are **Sequential** language learners. A **Sequential** language learner comprises a student who is familiar with one language (e.g. Putonghua) but is then introduced to a second language (e.g. English). The typical example of sequential learning is when a non-English speaking child enters an English-dominant classroom (Pinter, 2006). In sequential language acquisition, the way in which the second language is introduced and maintained is vital. In particular, it is important that languages are clearly separated rather than one person inconsistently using a mixture of two languages.
2. HBJ develops **BICS** and **CALP**
Students establish basic interpersonal communication skills (**BICS**) and then build cognitive academic language proficiency (**CALP**). This distinction is important, as learners typically acquire BICS before CALP, so educators must account for this within the curriculum. It is important to recognise that achieving fluency in a second language is a long-term endeavour, with reports indicating that 5-7 years is needed to realise the aim (Cummins, 1994).
3. Implement a whole school approach for **CLIL**
Content and Language Integrated Learning (CLIL) is an approach to promoting L2 (English) across all curriculum domains. It comprises utilising a set of common approaches to building linguistic proficiency through the acquisition of contents specific language. For instance, teachers of Physics, Art and PE can employ similar approaches to promoting oracy or speaking. This can reinforce and strengthen the impact of immersive experiences in English.
4. All staff have a **shared responsibility** for the development of the English language inside and outside of the classroom. English is the common language of the HBJ community and the main language of academic instruction, as such, all staff should play an active part in ensuring it is used as much as possible when at, or representing, the school. Language should never be used to exclude. English speaking staff and students should support those who are developing their English by adapting their language where necessary
5. It is the responsibility of all staff to create an environment in which students feel secure and valued in their use of English. To support this, staff should:
 - Model good use of English by engaging students in conversations in English, particularly when walking around campus and on duties.
 - Give regular positive praise for use of English, rewarding effort rather than ability. Show an active interest in students' home language, allowing them to demonstrate their linguistic ability; find out how to say something in the home language before modelling how it can be expressed in English.
 - Adapt English to support the needs of students in the earlier stages of language development by using non-verbal signals and stressing keywords to aid understanding. Grade your language to an

appropriate level for students. Explain the use of idiomatic or colloquial language.

- Engage with students’ pronunciation and volume when speaking English. Model how to pronounce difficult words in English and at an appropriate pitch. Encourage students to reflect on their confidence in their home language and apply that to their spoken English.

3. IMPLICATIONS FOR CURRICULUM

The curriculum is structured so that pathways are provided to assist students with English language acquisition appropriate for their need. The curriculum experience develops the language required to listen, speak, read and write in English.

Assessment of English proficiency in listening, speaking, reading, writing and overall is used to determine the support needed for each student. There are multiple pathways within the curriculum to enable the child to acquire the level of English needed to thrive academically and personally. These pathways may include:

- Mainstream curriculum pathway with differentiated learning opportunities provided to maximise access to the curriculum
- Targeted support from a Support Teacher (or equivalent) or ‘push-in’ support from the L&L (Upper School) and EAL (Lower School) departments
- ‘Pull-out’ programme by the L&L (Upper School) and EAL (Lower School) departments Small groups for interventions wherever possible – students need to be active and receive plenty of focused teacher time during the sessions
- Intensive English programme in which the student, for a short period, has narrower curriculum opportunities with more time dedicated to English
- Intensive English programme that run over a longer-term period with sustained narrower curriculum opportunities

English curriculum plans contain learning objectives that are as specific to acquiring L2 and are aligned with the English proficiency framework (see Assessment below). Curriculum pathways in Senior School comprise:

- English as a second language IGCSE, or
- English as a first language IGCSE, or
- English as a first language IGCSE and English literature IGCSE

In the Sixth Form, students select an International standardised English examination for access to university, for instance IELTS or TOEFL.

4. IMPLICATIONS FOR PEDAGOGY

To establish strong foundations for English language acquisition, a number of pedagogical approaches are implemented. These have been selected based on evidence of impact in the context of China and with Chinese learners. These pedagogical approaches are:

- Age appropriate, specific EAL programme, allowing children to build the four skills of English as identified by the child’s needs (Listening, Speaking, Reading, Writing)
- Phonics. Read Write Inc is the recommended programme for Early Years and Lower School. Upper

School adopts a more suitable programme for teenagers (Life, RE, Pathways)

- Reading. Structured reading schemes employed (e.g. Accelerated Reader, Star Reader etc.). Currently there is not a dominant scheme with evidence of impact.
- Writing. Talk for Writing is the recommended approach to developing writing skills with full application of the programme in Lower School. Upper School to adapt use of Talk for Writing for developing writing skills based around similar topic areas to non-ESL/ EAL class curriculum.
- Oracy. Voice 21 are recommended as the model for promoting oracy across AISL Harrow Schools

Relevant resources to support with EAL provision:

- Reading Progress (TEAMS) for supporting pronunciation and the development of vocabulary based around GSE/CEFR/IELTS levels, enables support in tone, pronunciation and comprehension of what has been read
- MyOn/ Accelerated Reader: training required for librarian and also tutors to support in Upper School, records can be kept, competitions motivate students. “Read to” and inbuilt translate features are utilised with students.
- Bell Foundation- research and resources
- Read Theory: online for development of lexile levels
- Use of Chat GPT to support marking language adaptable for all levels of learners within the classroom (same text/ key words/ key concept provided within resources for classroom teaching)
- widgitonline.com is used to support understanding and vocabulary development through pictorial representation of words used in PPTs and reading materials
- Other excellent resources include: Life, Reading Explorer, Great Writing, Pathways – all series have levels from Foundation (A1) to Advanced (C1+). The key is a curriculum/resources that ENGAGE the students.

Classroom Approaches

Shared expectations and strategies of how teachers can expose and build language use:

- Key vocabulary identified and explicitly taught
- Use of visuals (e.g., from widgit) to help visually support language development and understanding (also used for phonetic breakdown of vocabulary)
- Classroom strategies to support EAL students are prioritised and focused on
 - Recommended strategies:
 - Comprehensible input
 - AfL
 - Vocabulary
 - Sentence level
 - Text level – modelling (I do, we do, you do)
- Rubrics – rubrics created which inform practice in the above areas (see HBJ vocabulary rubric for example, Bell Foundation Progressions)
- Staff have time to meet to share practice and feedback on the above strategies (e.g., via R&D groups, PLCS, triads, EAL teachers review alongside LS class teachers)
- Recommended strategies are discussed at department meetings

Outside Class

Progress in language understanding and comprehension relies on students being immersed in the language in and out of the classroom. Although the use of first language should not be removed, exposure to the English language should be increased. This can be supported in the following ways:

- a. Reinforcing language around the campus
 - Access to the library and resources at break and lunch times
 - Bilingual signage and displays around the school
- b. Holistic education
 - Celebration of language specific International Days (World Book Day, World Poetry Day)
 - Accessible language in assemblies and events.
 - Celebrating student successes in language and progress
 - Using the House programme to encourage language development
 - Tutor time includes exposure to reading, listening and speaking. This can include watching daily news, silent reading, and debates.
- c. LSA
 - Including courses that nurture language (e.g. Debate/ Model UN/ Creative Writing/ Phonics)
 - CLIL strategies support the learning of courses
 - Showcases (e.g., assemblies) and end-goals demonstrate and celebrates language skills
- d. Home- School support
 - Suggested reading lists shared
 - Suggested online resources
 - Parents of students in intervention cohorts receive regular feedback

Appendices

Appendix 1 – Implications for assessment

In Upper School, English proficiency is assessed using a standardised measure, Pearson's Global Score for English (GSE). The linguistic profile of a learner GSE provides serves as a 'passport' that assists teachers in shaping appropriate learning opportunities in English and providing targeted intervention and support across all curriculum areas. GSE is a framework benchmarked against the CEFR and allows for standardised measures of performance in the four skills areas. In Lower School, the Bell Framework is utilised to provide insights into students' level and next steps.

All students are expected to make visible progress with their English language. An improvement of 3 GSE points is standard progress, 4 GSE points is good progress, and 5+ GSE points in one year is seen as excellent progress.

Appendix 2 – Expected GSE levels for US students

Expected English language proficiency levels – 24-25

Year level	CEFR level course	Expected GSE score at entrance (IELTS)	Expected GSE score at end of the year (IELTS)
6	A2+	36 (4)	41 (4.5)
7	B1	41 (4.5)	47 (5)
8	B1+	47 (5)	53 (5.5)
9	B1+/B2	53 (5.5)	59 (6)
10	B2	59 (6)	65 (6.5)
11	B2/B2+	65 (6.5)	71 (7)
12	B2+/C1	71 (7)	75 (7.5)
13	C1+	75 (7.5)	80 (8+)

Appendix 3 – Implications for structures and staffing

The following points are relevant to structures and staffing to support the development of students English language:

- Intervention programmes are utilised for students who need support to access curriculum.
- Staff recruitment and timetabling reflects language needs of students.
- EAL teacher qualifications – Minimum CELTA or equivalent.
- Structured CPD programme for Language Support (CLIL).
- All staff are informed of the nature of the school at the interview and are given specific questions related to experience with EAL learners.
- Quality Assurance – Learning walks, observations etc. are tied to classroom approaches which support EAL students.
- Positive culture around Language Support (CLIL) is generated through celebrating and sharing good practice in briefing, department meetings, CPD sessions, School communications.
- Student progress with language is recognised, celebrated, and rewarded. House points, certificates, letters home, student lunches, student prizes, etc.



Appendix 4- Bell Foundation Indicators.

PRIMARY LISTENING		Name:	Class:	First Language:	
CODE	Band A	Band B	Band C	Band D	Band E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing little or no disadvantage to English-speaking peers
1	Can understand single words or short phrases in familiar contexts Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	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 Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can understand an unfamiliar speaker on a familiar topic Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can meet the language demands of group activities and class discussions without support for EAL Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rock?') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can respond to simple phrased factual questions (e.g. 'Which things use electricity?') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Is acquiring topic/subject-specific vocabulary Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can select key information for a purpose, rejecting irrelevant and unimportant information Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can attend for short periods to simple stories and songs with visual scaffolds Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'lo your best', 'check your work') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can participate confidently in shared texts, such as songs and poetry Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can draw on a range of discourse markers (e.g. expressions like right, okay, anyway, as I said) to help make meaning Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
4	Can follow and join in routine classroom activities willingly Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can follow day-to-day social communication in English Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can understand humorous references if not culturally laden Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
5	Can show comprehension through action and gesture rather than words Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can follow narrative/accounts with visual support Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command) Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can understand most of the content when teachers speak clearly at a normal pace Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can follow instructions where the context is obvious and recognise familiar words in spoken texts Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can respond appropriately in most unplanned exchanges Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can distinguish and follow different tones of spoken language (e.g. teacher-fronted constant talk, plays, poems, stories) Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can follow most audio and video materials Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can respond to simple phrased factual questions about lesson content, (e.g. 'Is the teacher about animals or about shops?') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
8	Can begin to use limited awareness of grammar to make sense of talk by teacher and peers (e.g. 'went' for 'past time') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can attend actively to the conversations of other English speakers on familiar classroom topics Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
9	Can sort pictures or objects according to oral instructions Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can use contextual clues to gain meaning from age-level text read orally Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can deal with the language demands of all routines and common situations in school Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year
10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings) Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat') Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year	Can respond to different registers appropriately (e.g. match a formal response to a formal request) Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Academic Year

Early Development



not expected to be achieved in order



Getting Closer to



PRIMARY SPEAKING

Name: _____

Class: _____

First Language: _____

Early Development

not expected to be achieved in order

Getting Closer to the Next

CODE	Band A Emerging competence in basic oral expression	Band B Oral competence includes emerging ability to respond verbally in interactions with others	Band C Emerging competence in spontaneous expression and communication	Band D Competence in producing more varied and complex speech in a wider range of contexts	Band E Developing competence in fluent, creative use of English
1	Can produce single words or short phrases and give simple greetings Autumn Spring Summer Academic Year	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') Autumn Spring Summer Academic Year	Can communicate immediate, concrete matters using connected utterances Autumn Spring Summer Academic Year	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation Autumn Spring Summer Academic Year	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'Humans less well adapted may fail to live long enough to reproduce and therefore become extinct') Autumn Spring Summer Academic Year
2	Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'Is this', 'Is it', 'Who's that?') Autumn Spring Summer Academic Year	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences Autumn Spring Summer Academic Year	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'can't', 'good', 'to do') Autumn Spring Summer Academic Year	Can answer explicit questions from stories read aloud (e.g. who, what, or where) Autumn Spring Summer Academic Year	Can tell original stories with emerging detail Autumn Spring Summer Academic Year
3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visual) questions with one or two words, in a classroom context Autumn Spring Summer Academic Year	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') Autumn Spring Summer Academic Year	Can use some vocabulary that has been introduced on tasks and in taught sessions Autumn Spring Summer Academic Year	Can give oral presentations on content-based topics approaching age-expected level Autumn Spring Summer Academic Year	Can join in a social or on-task discussion without support or scaffolding for EAL Autumn Spring Summer Academic Year
4	Can identify and name some school and everyday objects (e.g. 'table', 'pen') Autumn Spring Summer Academic Year	Can repeat basic facts or statements previously learnt (e.g. 'resting days of the week, or answering a question like 'How many sides has a square?') Autumn Spring Summer Academic Year	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet') Autumn Spring Summer Academic Year	Can retell events in a connected narrative where content is familiar, using story language where appropriate Autumn Spring Summer Academic Year	Can compare attributes of real objects (e.g. 'X and Y are similar/different because...') Autumn Spring Summer Academic Year
5	Can make simple statements when prompted and supported by rehearsal (e.g. 'Boy has bike') Autumn Spring Summer Academic Year	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support Autumn Spring Summer Academic Year	Can speak to others socially using simple but mostly regular grammatical structures Autumn Spring Summer Academic Year	Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. 'a dog barked: Last night, in the silent, empty park, a dog barked') Autumn Spring Summer Academic Year	Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?') Autumn Spring Summer Academic Year
6	Can use some common adjectives (e.g. 'big', 'fast', 'good') Autumn Spring Summer Academic Year	Is beginning to use forms (mostly first [I] and third [he/she/it]) person present tense) of the verbs have, be, do, come, go and make, although not always accurately (e.g. 'I going play') Autumn Spring Summer Academic Year	Can take part in role play making some appropriate unscripted contributions Autumn Spring Summer Academic Year	Can produce more complex sentences by using a small range of linking elements such as pronoun references across sentences (e.g. 'I have a new friend. She is Polish') Autumn Spring Summer Academic Year	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes Autumn Spring Summer Academic Year
7	Can ask simple questions about own work (e.g. 'Was, a this right?') Autumn Spring Summer Academic Year	Can give a short retelling of a story or sequence, perhaps fragmented, and relying on objects and images, but will still have difficulty with basic prepositions Autumn Spring Summer Academic Year	Can ask questions for social and academic purposes Autumn Spring Summer Academic Year	Can complete phrases in rhymes, songs, and chants Autumn Spring Summer Academic Year	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms Autumn Spring Summer Academic Year
8	Can make basic needs known to others (e.g. 'I not understand') Autumn Spring Summer Academic Year	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first') Autumn Spring Summer Academic Year	Makes relevant spontaneous comments socially and during tasks Autumn Spring Summer Academic Year	Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or phrases that are shared by first language e.g. volcano = vulkan (Romanian), wulkan (Polish), tri-meaning 3 e.g. triangle) Autumn Spring Summer Academic Year	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space) Autumn Spring Summer Academic Year
9	Can communicate some lesson content in longer, more correct utterances, supported by scaffolding and rehearsal, (e.g. speaking to a visual framework, copying a model OR answer patterns: e.g. 'It's a tree', 'It's a flower') Autumn Spring Summer Academic Year	Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their pace) Autumn Spring Summer Academic Year	Can use English spontaneously, without long pauses for internal translation and composition Autumn Spring Summer Academic Year	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction) Autumn Spring Summer Academic Year	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts Autumn Spring Summer Academic Year
10	Can pronounce comprehensibly and attempts to approximate English stress and intonation Autumn Spring Summer Academic Year	Is beginning to participate independently in class discussions on familiar social and academic topics Autumn Spring Summer Academic Year	Can make observations and explain ideas simply during creative and exploratory activities Autumn Spring Summer Academic Year	May still explore more complex ideas in first language, use first language features when attempting unfamiliar English constructions (e.g. a Turkish pupil's attempt at 'If he had gone home he would have seen the burglar' might come out: 'To heise if went, he sees burglar'), or may mix first language and English to convey more complex ideas Autumn Spring Summer Academic Year	Can compare/contrast ideas and relationships in different subject contexts Autumn Spring Summer Academic Year