

A 1 :

Assessing English as an
additional language

A

	?	Teachers and headteachers of pupils and students with English as an additional language, LEA support services, English teachers, those working in EMTAG-funded (ethnic minority and travellers' achievement grant) project.
	?	The assessment of English as an additional language, including principles underlying assessment and assessment scales.
	?	To support the assessment of pupils of all ages for whom English is an additional language.
R1	1d	<p>Teaching English as an additional language: a framework for policy (COM/96/605)</p> <p>Supporting the target setting process (STSSS)</p> <p>Not whether but how: teaching grammar in English at Key Stages 3 and 4 (QCA/99/418)</p> <p>Target setting and assessment in the National Literacy Strategy (QCA/99/363)</p> <p>Teaching speaking and listening in Key Stages 1 and 2 (QCA/99/391)</p>

This publication has been endorsed:

Headteachers of primary and secondary schools and LEAS.

For more information, contact:

The English Team (tel: 020 7509 5624) or
The Equal Opportunities and Access Team (tel: 020 7509 5600)
QCA, 29 Bolton Street London W1Y 7PD

For more copies, contact:

QCA Publications, PO Box 99, Sudbury, Suffolk CO10 6SN
(tel: 01787 884444; fax: 01787 312950)
www.qca.org.uk

Price and order ref £4 QCA/00/584

£4

Ref:QCA/00/584

ISBN 1 8583 431 1

First published 2000

© Qualifications and Curriculum Authority 2000

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of licences issued by the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

Printed in Great Britain.

The Qualifications and Curriculum Authority is an exempt charity under Schedule 2 of the Charities Act 1993.

Qualifications and Curriculum Authority, 29 Bolton Street, London W1Y 7PD.

www.qca.org.uk

C 1

Acknowledgements	2
About this booklet	3
How to use this booklet	4

Part 1: Background to assessing English as an additional language

Roles and responsibilities for EAL	5
Current practice in assessing EAL	7
The principles of assessing EAL	7

Part 2: A common scale for assessment

This booklet is in four parts.

Part 1 sets out some key issues relating to assessment in general and to the assessment of English as an additional language (EAL) in particular. It explains how a common language and common approaches to assessment can be used in ways that help identify need and clarify entitlement for pupils learning English as an additional language.

Part 2 contains the scale for assessing early progress in EAL. It relates to Listening, Speaking, Reading and Writing, and gives two descriptions for attainment before English national curriculum level 1 and a further two descriptions for attainment within level 1.

Part 3 contains more extended exemplification of the scale. It includes examples of work from pupils and descriptions of the work. It also includes a list of resources that can be used to support the assessment process.

There are a number of ways in which teachers, schools and LEAs working together might use this booklet to:

- reach a common understanding of the nature of the standards for each step and level;
- agree the nature of the evidence needed to standardise judgements;
- develop understanding of how the standards relate to different groups of pupils;
- build on the information gained to enhance pupils' learning.

Within a school, teachers could discuss a coordinated approach to record keeping and assessment of individual pupil's progress, agreeing:

- what range of evidence should be looked for or collected, how often this should be done and by whom;
- what use will be made of descriptive records, such as those made on practical activities, speaking and listening, or notes about pupils' attitudes or behaviour;
- a shared method for noting crucial background information, such as competence in a heritage language, as well as fine-grained detail about pupils' progress in English and other subjects.

The staff as a whole could discuss how a school could organise and use the information gathered from the use of the steps and levels, including:

- how judgements against the scale will be standardised, reviewing the methods currently used for arriving at judgements;
- how assessment data will be used in target setting and what support is needed to ensure progress;
- how year-on-year data can be used to refine the approaches to target setting.

LEAs and schools could use this booklet to consider:

- how to use data about the attainment of different groups of pupils within the LEA;
- ways of comparing performance within the LEA with that of other LEAs;
- approaches to promote standardisation across schools and LEAs.

1

1:

d

1

- parents of and carers for EAL learners are fully informed about national curriculum requirements and assessment procedures, and about the school's strategies for securing all pupils' entitlement to these through, for example, the school's prospectus;
- the school has in place effective policies for EAL learners which are understood by all staff;
- there is consideration of issues relating to special educational needs, including those pupils who are also EAL learners;
- challenging targets for pupils learning EAL are set and met;
- training in planning, teaching and assessing EAL learners is available to all staff.

The school's senior management team should:

- share overall responsibility for supporting and raising the achievement of EAL learners;
- ensure that relevant information is shared with parents;
- manage data collection to meet any external monitoring requirements;
- monitor teachers' effective use of information about pupils' abilities and needs in English when making decisions about curriculum planning and pupil grouping.

Class and subject teachers should:

- be knowledgeable about pupils' abilities and their needs in English and other subjects;
- use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping;
- make good use of specialist language support teachers and bilingual assistants when teaching and monitoring progress.

Additional staff should:

- work with class and subject teachers effectively to make focused and systematic assessments of pupils, including their use of first language, as appropriate;
- help match the language demands of the curriculum to pupils' skills and needs, to maximise pupils' development of English;
- provide effective specialist teaching for groups or individuals;
- contribute to curriculum planning as members of a teaching team, to ensure continuity and progress within the national curriculum subjects;
- help strengthen links between home, school and community.

ole and responsibility of , and por er, ice

The LEA should:

- ensure that its Education Development Plan takes account of the needs and skills of EAL learners in the community and sets targets for these pupils which are challenging and attainable;
- monitor and analyse the performance of EAL learners from different ethnic and linguistic groups, based on evidence from schools;

- make available appropriate training for governors, for senior and middle management, and for class, subject and specialised teachers, to enable schools to fulfil their roles and responsibilities for EAL learners;
- work in partnership with all schools and governing bodies to achieve best fit between the

In addition, teachers assessing pupils learning EAL should:

- be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims;
- be sensitive to the pupil's first or main other language(s) and heritage culture;
- take account of how long the pupil has been learning English;
- assess in ways that are appropriate for the pupil's age;
- focus on language, while being aware of the influence of behaviour, attitude and cultural expectations;
- recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing.

alancin a en ion o ren h and ea. ne e

The differences between summative and diagnostic assessment are particularly significant in the case of EAL pupils. There is a need to balance positive recognition of what a pupil understands and communicates, despite his or her limited grasp of English, and the identification of features of the pupil's developing English which are most likely to benefit from particular attention.

While there are many differences in the development of spoken and written English between a pupil learning EAL and a native English speaker, these are fewer in the case of young pupils. Evidence suggests that young EAL learners go through a similar process of sorting out English grammar as children brought up in an English-only environment. Similar 'developmental errors' are shown by both groups, for example in the way they generalise about how to use past tense inflexions, forms of the negative, auxiliary verbs, and forms of questions. They also need help with how to adapt language according to its context of use, whether written or spoken.

Many assessment systems developed by LEAs focus on features of grammatical competence. Such precision certainly has a place in helping to describe exactly what a pupil can - or cannot - do. However, there is a danger that EAL pupils may be assessed more severely, if only because features of their language are being noted at a level of detail and in isolation from a broader learning context. At the same time, they may not gain recognition for what they actually can do with English.

Ta, in in o acco n a ran e of e idence

For all pupils, it is important to take into account a range of evidence in order to arrive at an assessment of attainment. For those learning the language of instruction at the same time as the subjects of the school curriculum, it is even more important that teachers' judgements are reviewed in different contexts. For example, pupils may be reluctant to speak, read or write in some subjects but not in others, depending on how familiar they are with the lesson content or how comfortable they feel in the class or group. Differences between fluency in class and outside in the playground may be highlighted by observing pupils taking part in formal question and answer sessions and working in role.

ecognition in learning difficulties

Where an assessment of a pupil's English suggests that he or she may have an underlying difficulty with language, it is vital to cross-check with specialist bilingual teachers and teachers of pupils with special needs. In the case of pupils who arrive as refugees or without medical records, it is important to carry out checks on sight and hearing, so that physical impairments do not compound problems. Bilingual staff can be an invaluable point of contact with the home in the instance of an EAL pupil who does not appear to be making progress.

International curriculum performance

The use of national curriculum levels of attainment in English has been considered by some to be insufficient to capture the distinct qualities of EAL pupils' use of English. However, careful scrutiny of the results of different groups of pupils on national curriculum tests and tasks has provided important information about the achievement of EAL pupils, and has implications about what needs to be done to raise achievement further. The findings reported here come from studies carried out by the national test agencies in 1997-8.



2: A



All pupils learning English as an additional language – whether they are young children, late arrivals encountering English for the first time, or pupils whose home language is not English but who have grown up in England - have to know and be able to use:

- the sounds of English;
- its grammatical structures and conventions;
- the meaning of words and phrases;
- contextual understandings, including non-verbal features.

They also have to learn to integrate the four language modes - speaking, listening, reading and writing - and cannot rely on only one.

T



in the national curriculum

The common scale provides reference points for all pupils. It allows for the fact that pupils will show progress in different ways, and that the routes that they take as learners will differ.

There is no expectation that for any one pupil there is only one way to fulfil the broad band of achievement described. Pupils will demonstrate different strengths appropriate to be assessed at the same level. Neither is there an expectation that pupils, from whatever linguistic starting point, will show the same profile of performance in all modes.

Early assessment criteria have been developed for listening, speaking, reading and writing. These criteria describe pupils' development at two steps before national curriculum level 1 in English and through to national curriculum level 2. It is worth noting that national curriculum level 2 for reading and writing is expressed in terms of three performance descriptions in the context of key stage 1 tests and tasks. These generic descriptions of attainment may also be used as a reference point for assessing levels of achievement, as appropriate.

Underlying the concept of the extended scale is the strong expectation that most EAL pupils will move rapidly through the early steps and the graduated level 1. For pupils who enter school already literate in another language, the passage from a step or threshold level directly into national curriculum level 3 or above should likewise be a realistic expectation, as illustrated by the description of pupils' work in Part 3 of this booklet.

A clear goal for all pupils in terms of the level of competence in English required to participate fully in the secondary school curriculum is the attainment of national curriculum level 4. The progress from step 1 to level 4 can be described in each mode along the following broad lines:

- **listening:** some evidence of pupils' responsiveness through short bursts of attention, to the ability to fully understand and participate in discussions with peers;
- **speaking:** ability to say a very few words, to being able to sustain talk adapted to different purposes and circumstances;

- **reading:** evidence of early familiarity with conventions of print and books, to being able to sustain independent reading of challenging texts, understanding both literal and implicit meanings;
- **writing:** experiments with letters and symbols of English, to being able to write accurately in lively and interesting ways for different purposes.

eco ni in ne en profile

Early assessment profiles of EAL pupils are likely to be quite different from those of pupils whose first language is English, especially in terms of differences between what they can say or write, and what they know or can understand. For example, some pupils may enter school in England already able to read and write in English much better than they can communicate orally. Others may develop rapidly in spoken English, but need particular help with reading and writing. Many pupils are likely to go through a 'silent phase', as they tune in to the sounds of English and work out ways of expressing what they mean in a new or unfamiliar language.

Not only are there likely to be differences between pupils' levels of achievement in their use of English, but they are also likely to progress at different rates through the early levels of achievement. There is every reason to expect that literate older pupils, even those starting school with 'no English', may leap the early national curriculum English levels within the first term of schooling.

eco ni in differen pa h of de elopmen

For most pupils starting school at key stage 1, there should be equally strong expectations of rapid progress to the standards appropriate to level 1 of national curriculum English. Charting this progress does not mean that every step - or level - along the way needs to be 'ticked off' before proceeding to assessment at a higher level. For example, one pupil may quickly show confidence in trying out spoken English in the classroom, but be unwilling to produce writing. Another may listen attentively but silently for months, while showing clear signs of engagement with print. When either pupil does write or speak, it is most unlikely that the language they produce will be significantly less developed than that of their preferred mode.

Partly because of these uneven profiles in language use, an important feature when monitoring

The extended scale for listening

S 1 1

S 1 2

L 1 1
T 1 d

L 1 1
S 1 1

Pupils listen attentively for short bursts of time. They use non-verbal gesture

N 1 1 1: 1
d 1

Level 2

Pupils begin to show confidence in talking and listening, particularly where the 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.

Level 3

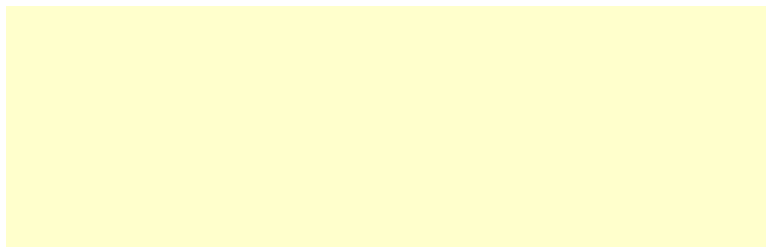
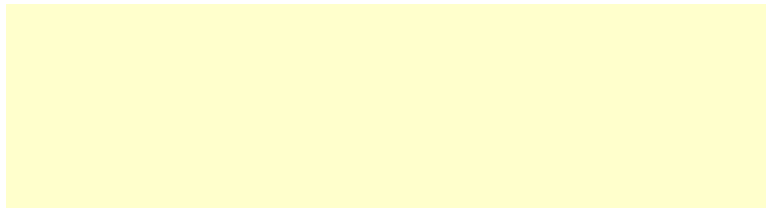
Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4

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.

T 3 3 3 3

This section describes the progress likely to be made by pupils as they move into the English national curriculum main scale. Examples given in the text show the nature of pupil performance with respect to the steps in speaking, listening, reading and writing. It is important to note that pupils' spoken and written language may be assessed at different steps or levels of attainment, bearing in mind that competence in listening or reading may be higher



Benji is a 5-year-old who arrived in year 1 with no previous knowledge of English. When reading with his teacher he attempts to join in talking about the pictures as the pages are turned. Having been corrected on 'bus' and 'but', he reads 'bus' correctly. He recognises 'I' but is confused when it occurs as a capital letter at the start of 'In'. He easily identifies 'teddy' the second time it appears in the text.

EAL pupils' early development in writing may be similar to English first-language children who use letters and letter-like shapes to convey meaning, perhaps incorporating elements of orthography from languages other than English. Understanding gained from reading English is shown in the directionality of the writing and its position on the page. Older pupils who may be learning to write for the first time manage the physical processes of writing and the techniques of letter formation more easily than younger children.

Ahmed is a 12-year-old pupil in year 7, recently arrived from Bengal with no previous experience of literacy. He has written the alphabet by himself but has not attempted to compose any text. Formation of letters is generally clear, although the use of upper and lower case is not yet consistent.

abc defghijklmno ~~p~~ ^{RST} ~~q~~ rftouvwxy

chie in ep

As pupils' stamina as listeners develops, they show that they can attend to and understand key words in face-to-face exchanges provided these are supported by clear and repetitive contextual cues, such as gestures and facial expressions, or illustrated by pictures and objects which clarify comments and descriptions. Their ability to understand what they have heard is shown as they carry out a task or follow an instruction without needing to see the response modelled in full.

Zainub is a 5-year-old pupil who has been learning EAL for one term. Following instructions, she matches balloon colours, lotto cylinders, and picks out several red cylinders to make a tower. When teacher asks 'all the yellow badges' to put the books away, Zainub does so.

As speakers, pupils begin to initiate talk in ways that invite response, using single words and simple phrases that are familiar to them. They show their understanding of how English works by demonstrating some control over the order of words in an utterance and by the intelligibility of their pronunciation.

Hanif is sharing a picture book with his teacher in Reception. The teacher asks: 'What can you see in the picture?' Hanif replies: 'Rainy ducks walking dark. Splash is a splash over here.' T: 'Where do you think the ducks are going?' H: 'They going home they hugging.' T: 'What's' happening now?' H: 'They putting some fire' (points to a candle).

Pupils' development in reading is shown by their ability to use sound and symbol correspondences, based on an understanding of some of the ways in which these are associated. They can, for example, recognise and name most letters of the alphabet and read whole words and phrases they have learned in different curriculum areas. In a context where their reading is supported by a teacher or other adult, they can follow texts as they are read aloud and make some use of reference materials.

Alfonso is a 12-year-old pupil in year 7, literate in Spanish but new to reading and writing in English. He attempts to make sense of his science textbook, reading word by word, slowly and carefully, pointing with his finger to hold his place. His pronunciation is uncertain and he seeks help from his teacher with words such as 'fuels' and 'cigarettes'. His grasp of meaning improves when he re-reads the passage following the teacher's reading.

Pupils' attempts to express meaning through writing show knowledge of letter strings in English or simple words which draw on their understanding of phonic and visual patterns in spelling. What pupils write is closely linked to talk around the text supported by pictures, given phrases or objects. Pupils 'read back' some of what they have written, although their work needs to be interpreted by someone familiar with its immediate context.

Pupils were asked to write about their family for their new teacher. Alisha wrote: 'My mum Dad my brothers and my sisters live in my house.'



MY MUM DAD MY
SISTERS MY BROTHERS
LIVE IN MY HOUSE

Her writing shows:

- knowledge of directionality
- use of upper and lower case letters
- some correct letter strings including whole familiar words (Mum, Dad)
- some phonetically plausible attempts (sisters)
- distinction between drawing and writing

chie in le el hre hold performance

At level 1, pupils' performance is highly dependent on teacher support. Their ability to listen and respond may be shown in different contexts, provided these are characterised by clearly modelled exchanges, such as straightforward comments or instructions. Pupils are able to follow with some understanding what different speakers say.

Pupils talk about things that interest them or respond to questions about what they are learning, for example they talk about events or ideas in poems, stories or information texts. With support they can extend what they say, and may supplement their meaning with gestures or by varying tone and stress. Their spoken English, though comprehensible, is characterised by the use of a single tense such as the present, and shows an absence of word endings, inflections and syntactic connections.

Although initially reluctant to speak, with encouragement Raisa readily answers and asks questions in a one-to-one situation. She makes good use of the English vocabulary and grammar that she knows to communicate her meanings, eg 'My lesson here any Friday?' to check whether an arrangement was going to be the same every Friday, and 'My geography book is in Miss' to say that the teacher had her book.

Pupils at the threshold of reading level 1 read a range of familiar words and, with support, can establish meaning at sentence level when reading aloud. Characteristically, the cueing systems at word, sentence and text level are not working systematically. For example pupils may be able to work out unfamiliar words by identifying initial and final sounds, but may not have sufficient general knowledge of word meaning to check for sense in relation to longer structures of text.

Writing at threshold level 1 shows that pupils understand some of the ways in which words and sentences are divided and ordered. What they write can, in part, be read by an outsider, despite, for example, some inconsistencies in the size and orientation of letters and non-standard spellings which do not necessarily follow the phonological patterns of English.

Hamish's writing was done following whole class oral 'recount' time, when children exchange news. With their teacher, they discussed what to include and were given prompts including 'when?' 'who?' and 'what?'. These prompts were displayed on the classroom wall to be used as reminders. Hamish decided to put the title 'RICCt' and wrote: 'On Wednesday afternoon Miss L---, Miss W-----, Miss Sh---- was in the classroom. We making the gingerbread man biscuit because we read the book.'

6.12.98

ON WEDNESDAY AFTERNOON
 MISS L --- MISS W -----
 MISS SH ---- W
 IN THE CLASSROOM
 WE MAKING THE GINGER
 BREAD BISCUIT
 BECAUSE WE READ THE BOOK

Hamish's writing illustrates:

- *some understanding of sentence structure in ordering ideas and giving an explanation ('because')*
- *ability to follow a given text structure (When? Who? What?)*
- *inconsistent spelling strategies (biscit, biks, wedily, cloislsrom) in mapping sound-symbol correspondence*
- *insecure use of auxiliary 'to be', but some ideas about tense and number*

chię in lę el ec re performance

Pupils learning English as an additional language will show abilities in line with English-only pupils in key aspects of the expectations for this level.

As listeners, pupils follow what others say, picking up clues from actions as well as talk. They pay sustained attention to clear sequences of instructions, explanations or turns in conversation, and make appropriate responses, although they may take time to absorb what they are hearing and need the support of visual clues. A growing vocabulary is evident from their ability to respond meaningfully to what they hear.

As speakers, pupils begin to use connected utterances which enable them to carry their part in a conversation and sustain the interest of different listeners. For example, they are able to express some of the ways in which ideas and events are linked through their use of English grammar.

Attiya is in a small group of other year 1 children talking with their teacher about visiting other countries.

A: My grandma's been to Pakistan.

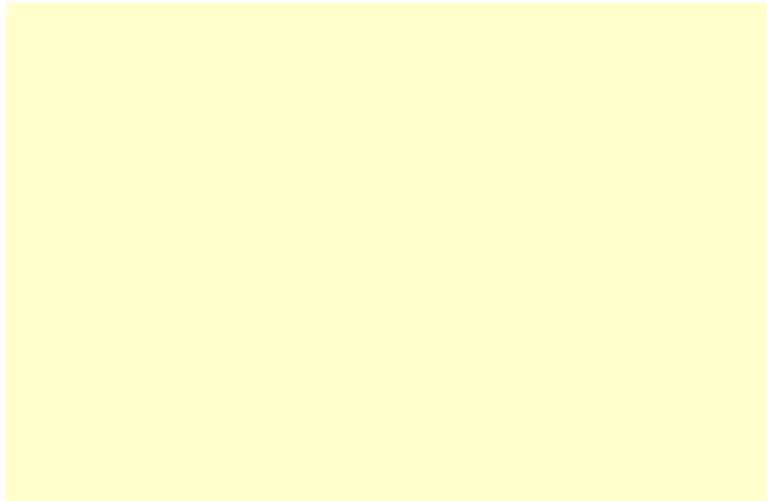
T: Did she go by herself?

A: We went to the airport to let her go. We let her go, and you know my mum and my aunty start crying and we went home.

T: Has your Grandma come back?

A: Yes, and she bring everyone in my house lots of toys and things for Eid.

Pupils performing securely in reading at level 1 follow an age-appropriate text with support, reading some parts of it accurately. Pupils may use cueing systems unevenly, for example by concentrating on print to the exclusion of picture cues, or being unable to decide on the relative importance of layout conventions. They derive meaning from texts by more than one strategy as they read aloud, drawing on knowledge of letters, sounds and word meanings. In response to a teacher's questioning, they show understanding and response by commenting on



Assessment at national curriculum level 2 marks the beginning of independent use of English for all pupils.

There are many different routes to this level, and varied profiles of performance within it. EAL learners attaining level 2 continue to need support, and their performance will still need careful monitoring. The beginning of independent use of English does not suggest confident and competent control of spoken and written language across the entire range of school subjects.

Broadly speaking, attainment of level 2 recognises that pupils:

- take part as speakers and listeners in most classroom exchanges, including speaking for different audiences, listening and responding, joining in group discussion and interaction, and working in role and in drama activities;
- begin to read a variety of fiction and non-fiction without support, showing that they can sustain accurate, independent reading over short passages of the text and, in response to teacher questions, give their views on some of the main points of the story or information;
- write with sufficient accuracy and legibility for their meaning to be understood by an outside reader, and show that they can write for different purposes such as telling a story or giving information.

For pupils to be able to produce and understand language at this level, they need knowledge of the vocabulary and grammar of English, and understanding of how language changes according to context. These are great challenges for new learners of English, since school is often the main source of English. Although they may be judged to be at the same overall level as their peers, gaps in EAL learners' general knowledge of English and how it is used will often mean that they need further help. For example, teachers draw attention to the way some EAL learners appear to plateau in skills development. Common problems include:

- oral fluency in social contexts not matched by range in formal written work;
- social uses of talk not matched by uses of talk for learning;
- technical accuracy in reading not matched by response and understanding;
- grasp of subject-specific vocabulary not matched by understanding of either informal everyday words, or figurative extensions of their meanings.

The teaching and learning of these uses of language is particularly important for EAL pupils.

A crucial distinction between level 2 English and performance at level 3 and beyond is the breadth and depth of pupils' linguistic repertoire. The level descriptions for English at levels 3, 4 and above stress:

- range;
- adaptation;
- response;
- coordination of strategies for understanding;
- use of more formal registers of language.

The significance of these aspects of work in English cannot be underestimated in helping EAL pupils to make substantial progress.

This letter was written by a 13-year-old boy in year 9. He studied English at school in Pakistan for two years and is literate in Urdu.

Dear Mister E

I should have wrote you sooner but I have been busy. Me [mates] have been naggin me to get in touch. We have this band its called Wave Machine and we was wonderin if you should be intrested using us for gig at year club. Which we rekon is grate. I should we post you a tap of the kinda stuff we do, have played at our local club and sez we was grate, don't worry we would not much bread [any] nite would do us. Write as as sooner possible or give us a bell if that soot your truley hopefully

His work, assessed at just below level 3, shows:

- *some understanding of the form and practical purpose of letter writing;*
- *strong influence of spoken English idioms and structures, not suited for the formality of a letter;*
- *non-standard spelling, with some phonetic plausibility;*
- *a broad understanding of the use of full stops and capital letters, although punctuation is not used effectively within sentences.*

! : E 1 /
1 E

S 11

Shaheena is a 7-year-old pupil in year 2. Her written work was sampled over a year and offers implicit evidence of her spoken language ability and competence as a reader, and indicates that she is making progress on a par with English-only pupils of the same age. She is obviously able to use English to express a range of meanings and appears quick to self-correct errors in spelling. However, while she is developing as a writer by drawing on her knowledge of the sounds and structures of spoken language, a number of her phonetic attempts do not correspond with the sound patterns of English, creating difficulties for an unfamiliar reader. This, combined in the initial samples with a lack of punctuation and a mixture of upper and lower case letters, resulted in a mid-year assessment of secure level 1 for writing, despite the evidence of a growing range of forms and promising stamina in using writing to communicate meaning. Her teacher assessment for reading, and for speaking and listening, were both within level 2.

an a e hi or

Shaheena was born in the UK and speaks Punjabi at home.

pea, in and i enin

Initially, Shaheena was very unsure when speaking and listening. She still becomes anxious in some new situations, but recently presented her news to the class and was confident enough to include a lot of detail. She talked confidently to a visitor about her work. Sometimes she relies on gestures to clarify her meaning, but her speech is clear and comprehensible. She listens attentively.

ri in

Context

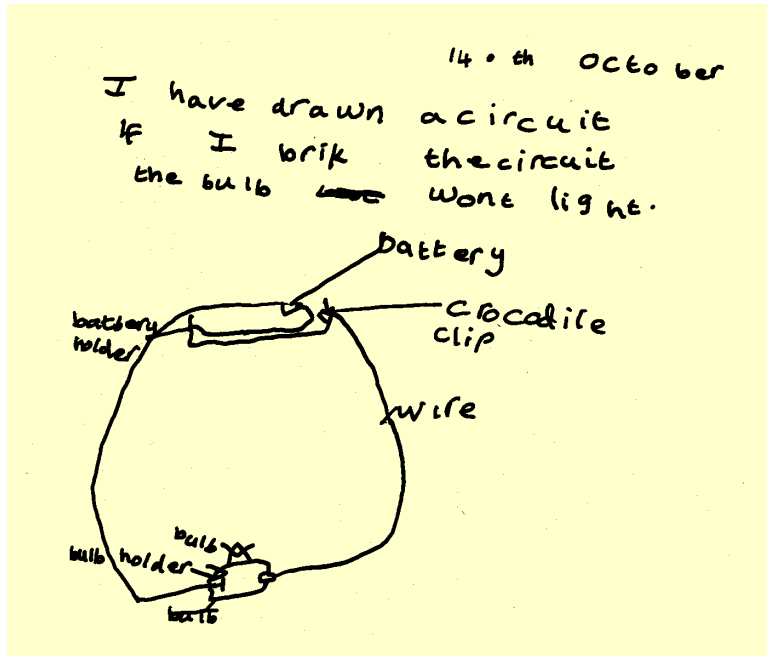
At the beginning of the year, the teacher modelled an example of self-description on the board. Shaheena explained the process as:

Then teacher wrote: 'I am Mrs ____.' Then she wrote something else. 'I have a husband.' Then she rubbed it all off, then we started to do ours.

2nd september 1998
My name is I have
a boer tberand his name is
Abdulbasid and I have a
baby gaig a her name is nysk.
I am 6 years old my mum
and dad ar 2 married
I an in school I like
to be a doke.

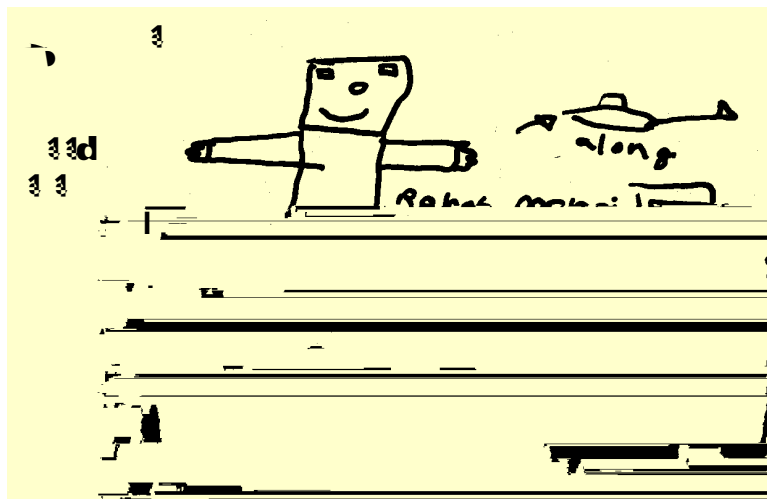
Shaheena writes simple sentences, several of which are joined together by 'and' and minimally punctuated. Her spelling shows some attempts to write phonetically and pay attention to initial and final consonants, for example *brerther, dokt*.

Work on electricity



The children experimented with an electric circuit and were then given the vocabulary. Later, they drew and labelled their diagram. The accompanying sentences reflect a discussion that had taken place, and Shaheena makes use of the spellings of key words written on the board. The children were asked to explain what would happen if they broke the circuit, but further questioning would be needed to reveal the extent to which Shaheena understood the concept of circuit breaking following her spoken commentary:

*We've got to get a battery, then you put the wire on the battery.
Then there's another two wires (showing her diagram) and then you
put those things on 'crocodile clips' (term supplied by her friend)
and then the light bulb lights up.*



When looking again at her drawings of things that use electricity, Shaheena read the words easily: *robot, iron, machine, OHP*, and added, *I've put the H first*, indicating an ability to self-correct.

Shaheena wrote an extended account of the visit to Alphabet Zoo. It is clearly sequenced and includes well-chosen detail. Her sentences reflect earlier class work on the beginnings of sentences: *on the 8th of December, soon, then, first of all, next, on the way*. However, the text is difficult to read because, although there are many attempts at phonetic spelling, which Shaheena was able to read back (*mabls, bak, evreon*), the sound-symbol correspondences are not easily mapped onto English. The final or middle syllables of some words are missing, indicating difficulty with phonemes: *yell* for yellow, *sple* for special. Some spellings suggest a memory of visual patterns: *thok* for took, *thiem* for time. Her word *downside* seems to be an amalgam of 'downstairs' and 'outside'. When asked to read her account aloud she read fluently, even though it had been written several weeks earlier.

The trip to Alphabet Zoo. (Adding, I didn't know how to spell 'alphabet.)

On the 8th of December, Miss..., Miss... and Mr... and 2A went to Alphabet Zoo because we had 20 marbles (a class reward, chosen by the class). On the way Ruth and me sang the Inn Keeper's song. Soon we got there. We went inside then we went upstairs. First of all we took our shoes and coats off. Next we went downstairs (she read 'downside' as 'downstairs') again. Miss Ali said we can play. Me and Farah

Letter from Cinderella to The Ugly Sisters

This letter was written after the class had re-read the story several times, acted it in small groups, retold their versions, and 'hot-seated' characters. Shaheena's ability to 'become'

Over the course of six months, Shaheena's spelling has improved to the point where others can more easily read her work. Her reliance on phonetic strategies enables her to write with considerable fluency. Unfortunately, the phonology she uses is not readily accessible.

Comments on reading

Shaheena is able to read simple texts independently. When the subject matter of the text is familiar, she uses context as well as phonic cues to make sense of what she reads. When the subject matter is unfamiliar, she relies more on phonic cues and sometimes loses the meaning. She loves reading, especially revisiting poetry and stories that have been read in class. In class, she offers comments about differences between texts, or between different versions of the same story.

R1

Rehana is a 9-year-old pupil in year 5, and her profile of written work over the space of six months shows steady progress in English, although there is still much she needs to achieve before the end of key stage 2. Her work shows the effect of different kinds of support, including frames for sentences and longer texts, talking around a text before writing, and group work in role. Over the six months represented, Rehana's increased control over letter formation is obvious, and her spelling of most content words remains careful and generally accurate, with 'invented' words plausibly phonetic (for example *asok* for 'it's ok'). The main errors in her writing relate to non-standard constructions, including the omission of 'to be' when used as an auxiliary verb, and the omission of definite articles and prepositions. Although Rehana's work is nevertheless comprehensible to an outside reader, there are key elements of English grammar that Rehana still has to take in as she learns and reads more.

Overall, Rehana's reading and writing were judged to be secure level 1, because although her work is both responsive and lively, she still depends on teacher support. In this case study, there is insufficient evidence to award a level for speaking and listening, but her comments about books suggest that her spoken language skills are in advance of her literacy.

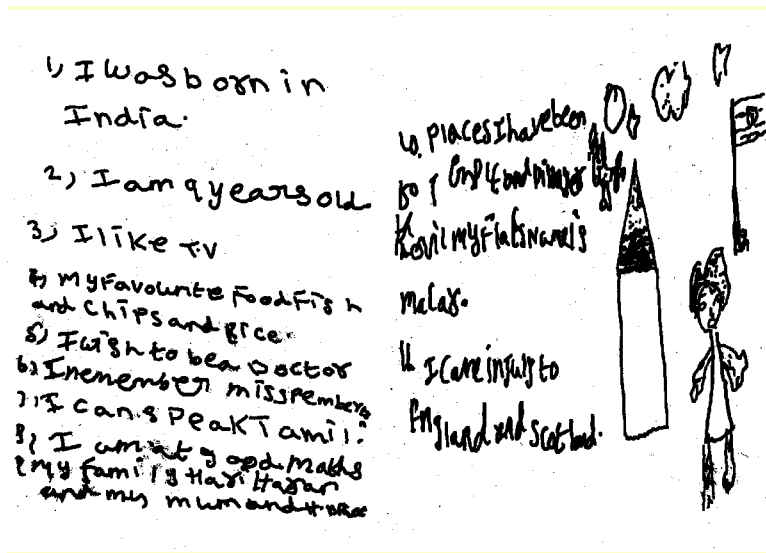
an a e hi or

Rehana arrived from India in year 5. She speaks Tamil but does not write it (although she is familiar with the script).

ri in

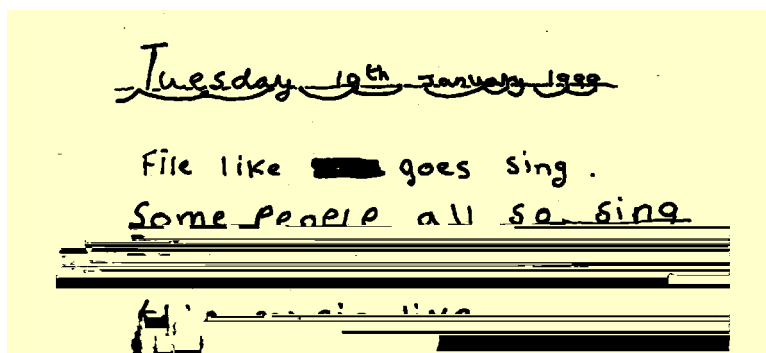
Diary account (October 1998)

Shortly after her arrival in September 1998, a final draft of an 'Ourselves' booklet was written. A small group of children talked about themselves with the class teacher and then brainstormed various ideas, which the teacher wrote on the board. First drafts were written and the children chose how to present the final form.



Rehana's work shows a mixture of her own ideas and those provided by the formal structure of the group discussion. For example, the word order of points 10 and 11, in which Rehana aims to express her particular experiences, suggests that these sentences were not modelled for her in advance.

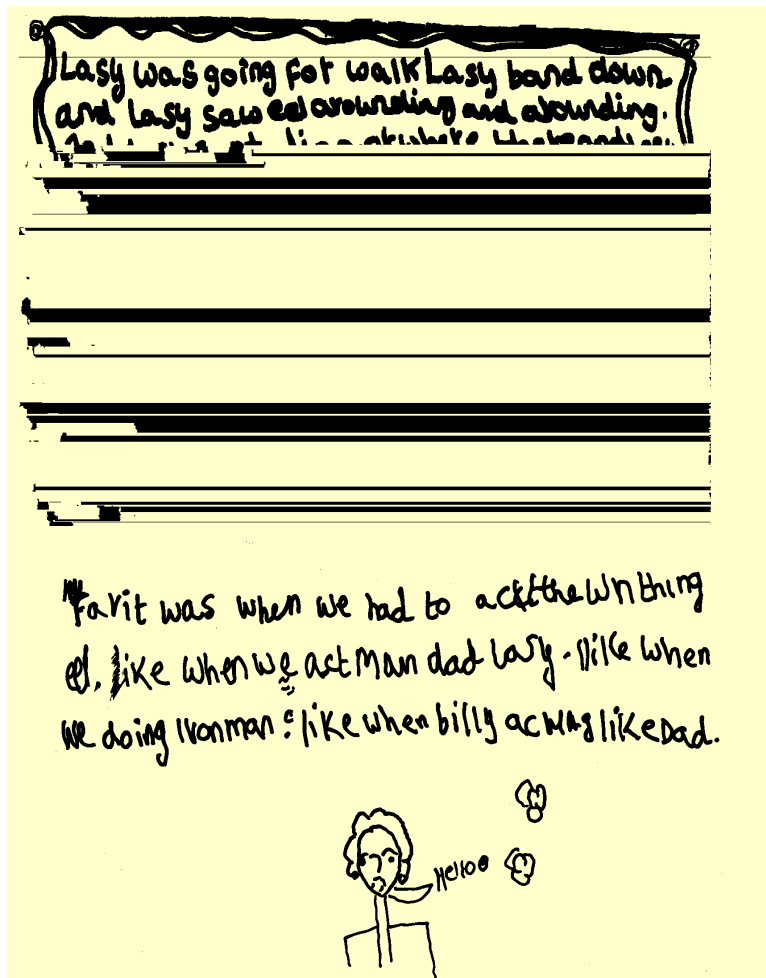
Responding to music (January 1999)



The children were given the opportunity to respond individually, and in any way they wanted, to a piece of music that they enjoyed. It was suggested that they might draw or write. When discussing her writing, Rehana said that she felt as though the music made her sing. She is trying to express her feelings, and her writing shows the use of some phonic strategies to spell unknown, or unremembered words. Her formation of letters is more accurate than before, but without the support of a writing frame she is not certain of word order.

Writing after work in role (February 1999)

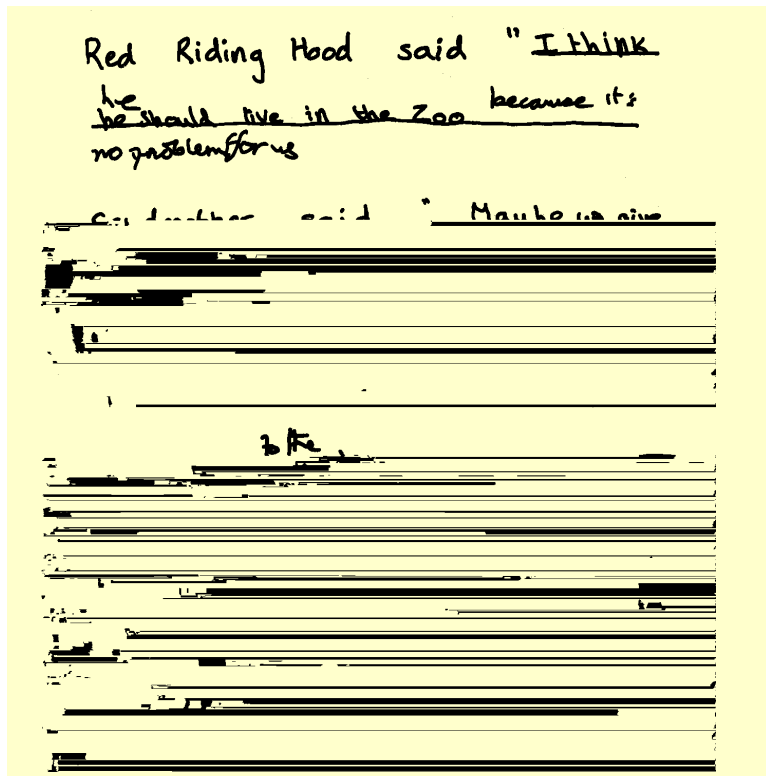
In February, the class read *The Iron Woman* and did some work in role. At each stage in the work, they were asked to respond in writing. The writing was done independently following the role-play and the discussion. Rehana remembered the 'writhing eel' and could re-enact that part of the story.



Rehana took a pride in her work and expressed her understanding of the story and of the dramatic representation. She also related this to her own experiences, commenting that her Dad sometimes asked her 'How was school today?'. She has the confidence to experiment with words, for example *arounding and arounding*. The structure *I like when...* shows a developing attempt at subordination in English. She uses a range of tenses appropriately, although there are times when she omits the final 'd' on the past tense, reflecting a similar pattern in her talk. Articles and prepositions are also omitted.

Writing about a shared text (March 1999)

The class had been reading a version of *Red Riding Hood* in the shared reading part of the literacy hour and were then asked to think of various ways in which the characters might react to the ending which, in this version, involved the wolf being tied up in the shed. They illustrated and discussed the ending by having one of the children 'bound up' and 'hot-seated'. Rehana and the group were helped by the language support teacher.



Rehana's work shows that she has understood the task and realised that different characters might make different suggestions. She completed the sequence of suggestions showing developing competence in reading and writing, despite some mistakes in word order (for example *him kill* for 'kill him') and in the structure of verb phrases.

ided readin

The group was reading *The Night I Saw a Vampire*. Rehana partially understood the text, showing a good sight vocabulary. The phrase 'a sense of direction' confused her, and having referred to the picture, which was of a house, she re-read it as *decoration*. She then talked about the colour and style of the house. When prompted, she looked for the rhymes in the text, and read 'knees' unaided.

Independent reading

January 1999

Independent Reading

Reading Sample Name:

Date	5.1.99
Titles of book(s) texts	1. Fina Mingers' Paganba Jill

[The remainder of the form contains multiple horizontal lines for writing, which are mostly blank or contain very faint, illegible markings.]

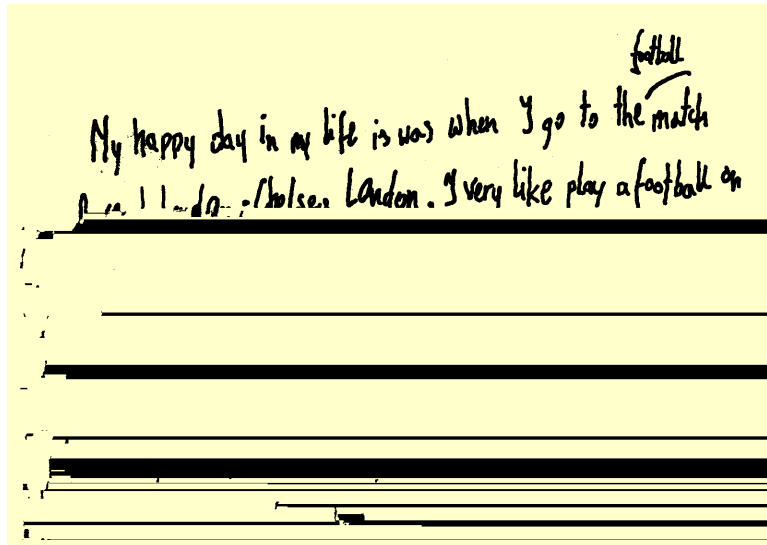
Comment

Rehana's English is developing rapidly. Her enthusiasm for reading offers many possibilities for further development of both speaking and writing. For example, the work done on *Little Red Riding Hood* illustrates a way into quite sophisticated structures not yet evident in spoken language. At the same time, samples of Rehana's unaided writing suggest the need to provide time for rehearsing ideas in speech in order to clarify and sequence meanings before putting pen to paper.

As a reader, Rehana needs to have a wider range of strategies modelled for her, so that she needs less support from the teacher or from illustrations.

Yurek is a 14-year-old pupil in year 9 who arrived from Poland as a beginner in English at the start of the school year. He is literate in Polish and followed normal schooling in Poland. He is making rapid progress in English, and attained a national curriculum level 4 in English, maths and science and a GCSE grade A in Polish at the end of the school year. His early work in English shows the transfer of key understandings about literacy, which the support teacher was able to build on in developing Yurek's competence further.

ri in : naided fir draf



This sample of writing, done soon after entry to school, indicates a good grasp of the conventions of sentence construction, spelling and handwriting. Although the vocabulary range is somewhat restricted, a clear meaning is conveyed by the text and Yurek makes the most of his resources in English to write a simple personal account.

pea, in and i enin

Context

When talking to his teacher about his family, Yurek explained:

He work in building... he do big construction... he go to under-ground... I go to bus stop... I go to H91. It's 8 stops to the school. I'm not (speak English well)... My uncle speak very good English

When explaining the Polish school day, he said:

Sometimes school start at 8 o'clock or 10 to 10. I finish school, sometime 4 o'clock sometimes is 3 o'clock. I don't remember very good

He went on to ask his teacher:

Are you working here on other days in this school, not only on Tuesdays? what you doing at home after work?

Comments

Yurek sustains a conversation about himself and responds to a range of 'Wh-' question forms, using mainly simple present tense constructions. His speech shows:

- appropriate use of negatives (most of the time);
- some control of subject-verb inversion in wh- question forms such as *are you...* (but not in other question forms such as 'Do you...?');
- an ability to use adverbial phrases of time and place (*in this school*).

Other evidence shows that Yurek identifies and remembers sequences in talk, and listens with understanding to peer group conversations. Some teacher instructions and teacher exposition are difficult for him when words or ideas are expressed in complex ways. However, Yurek draws on prior knowledge of schooling, as well as on written and graphic cues, to aid understanding.

eadin

Yurek reads sentences which have complex subject-verb-object patterns. The following is representative of the type of text he is reading in history:

The Depression of 1929-32 increased the support for extremist parties in Germany. As a result, in 1935, Hitler came to power. Hitler took Germany out of the League of Nations and started to rearm...

In response to this text Yurek:

- identifies key content words which convey main ideas;
- uses a bilingual dictionary to help with meaning;
- identifies base words within other words (for example 'start', 'started');
- uses some word attack skills (initial sounds, some blends).

However when faced with text of this level of difficulty, Yurek's reading is slow and hesitant, and he needs considerable adult or peer support, such as paired reading.

ri in

Context

The class was studying Germany and the rise of Hitler and the Nazi Party during World War II. One lesson dealt with the five steps leading to World War II, using the class textbook. The teacher began by recapping the previous lesson and pupils read aloud extracts from the textbook before responding to oral questions. The teacher summarised on the board the five steps to war, together with key words and brief notes for each. Pupils then copied these into their books.

Support given

The support teacher listed vocabulary, some to be looked up in class in the Polish/English dictionary, and some to be looked up at home. Two pages from the text were photocopied, and Yurek was asked to highlight with a coloured marker the five steps. With help from the teacher, he highlighted key words associated with each step in a different colour. Some words, for example *remilitarisation*, were broken down into root/morphemic components, and reading aloud and pronunciation were also included in the lesson.

A 1

Alena is a 15-year-old pupil in year 10. Her work shows the rapid progress made by a pupil already literate in two other languages, and with substantial experience of primary and secondary schooling. At the end of one year in an English school, her performance profile was a secure level 1 for both Listening and Speaking, level 4 for Reading and level 3 for Writing.

an a e hi or

Alena arrived from Albania in 1998 and completed one full year of education in year 9 in England. She had six years of schooling in Kosovo and is literate in Albanian and German, having had one year's secondary schooling in Germany. During her first three months in the UK she often found it easiest to convey her needs in German.

pea, in and i enin

Context: Informal discussion

The year 10 teacher talked with Alena about her personal situation, and ranged over a number of topics including future prospects, job opportunities, family movement and domestic arrangements.

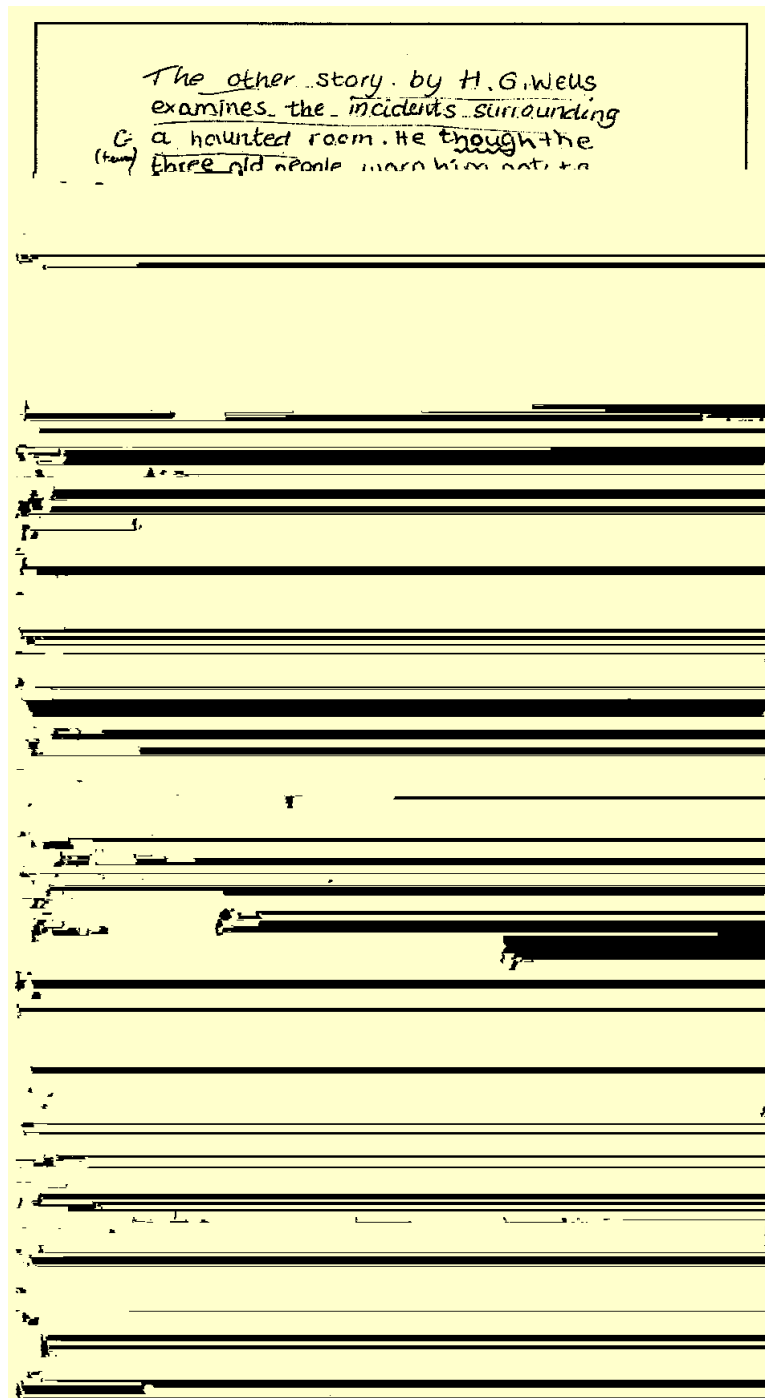
This was all new information for the teacher and communicated mainly in simple two or three word sentences, often without verbs. When the teacher outlined possible consequences of moving to another school, Alena listened very carefully and clearly understood the main points about, for example, the consequences of changing courses in year 10. She made very little reply as she absorbed this, but responded by nodding or shaking her head.

Alena talked clearly about her competence in English and Albanian, and attempts to make

~~Alena's response: In FMn5 reply~~

Record of discussion to support written classwork





Comment

With help in understanding unfamiliar vocabulary and expressions, Alena fully grasped the explicit meanings of the text, as well as some implied meanings and the ways in which suspense and atmosphere were created. In a small group discussion to develop a fuller critical analysis, she strengthened her literary understanding. The writing shows she has understood the abstract ideas suggested in the frame, although her response is expressed mostly in colloquial, concrete language; for example *only visits* to indicate that the narrator is an outside observer, *holds back* for 'avoids', *make us nervous for* 'increase tension'. But there is also evidence of developing academic and literary register, for example the use of the term *figure*, and the phrase *awoke in daylight*. Throughout the piece there is a clear, logical sequence of ideas.

pda in profile

To monitor achievement on a short-term basis and help focus on individual needs, an initial profile of attainment should be completed on entry. The timing of this will depend on whether the pupil needs time to 'tune in', or is ready to move on quickly. The profile should be updated at least termly during the first year of the pupil's UK schooling.

For late arriving pupils, work in selected areas will often need to be reviewed much more often, for example monthly. The design of an existing school profile may need to be modified to allow for progress reviews to be entered to update targets and teachers' planning.

Samples of writing, narrative and non-narrative work from across the curriculum should be annotated and kept with the profile. Similarly, progress in reading may be shown, for example through marked-up running records of passages read aloud.

For Speaking and Listening, effective record keeping need not be onerous. It should aim to capture briefly and succinctly key features of the ways pupils engage in spoken language activities and also reflect the extent to which expectations have been met in order to guide future work.