








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

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



Listening






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

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








Writing

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

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



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