NAME: FORM:

SET: LANGUAGE:

Content in ***bold italics*** links to Y7,8,9 of NC English. For KS4, pupils at Step 7 will be targeting English GCSE grade 4 and pupils at Step 8 will be targeting grade 5. This framework should be interpreted as appropriate to the age of the pupil. Using a best fit model means that not all descriptors will be needed for every child.

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| **NASSEA FRAMEWORK** | **Speaking** | **Listening /understanding** | **Reading and viewing** | **Writing (on paper and on screen)** |
| **Induction** | The learner is still adjusting to the new environment and the sounds of English. Formal assessment is not yet appropriate. | | | |
| **Step 1** | Is developing enough confidence and vocabulary to speak in English in a supportive situation, i.e. where language needs and reactions to social pressures are understood and catered for.  Can answer one step *wh* questions, using single words or short phrases. (No “why” questions yet).  Can make simple statements, usually single words and short phrases, relating to known content, in a supportive situation, e.g. That one 12, Him push, him pull.  Pronunciation is often unclear, may be influenced by L1. This is normal stage and will pass with time.  May echo heard words or phrases while processing meaning.  Seeks to extend vocabulary using any available resource, including dual language resources. This will continue into the other steps. | Appears confident enough to listen and take part in supportive situations where English is being used, e.g. in a group with friendly peers, or with an adult who makes the pupil feel able to join in.  Can recognise and react to frequently used expressions connected to familiar, concrete matters, current topics and immediate needs, e.g. times, dates, numbers, nouns and verbs from current topics (if visual aids are good), classroom vocabulary.  Communication is more effective when speakers show consideration of EAL needs (e.g. by limiting their speech, by using visuals), it is very limited when they do.  Can respond to routine classroom instructions, especially if supported by gesture, e.g. Go to your groups? Pupils who have had schooling experience in similar settings can fit in very well.  Can understand one step *wh* questions based on routines or familiar content, e.g. What is in the beaker? May use gesture to communicate meaning, indicating a level of understanding, e.g. pointing to a picture to give an answer. | Can recognise own name and some key words on signs and posters.  Can recognise recurring nouns and verbs on displays and in brief texts referring to a known topic.  Can find and match familiar words.  Can understand the significance of labels in the classroom and on diagrams.  Can recognise many key words by shape or first letter. Is familiar with many initial sounds and uses them as a decoding strategy.  Makes use of pictures as a route to meaning.  If literate in another language, uses dual language dictionary or glossary.  May use web resources in another language as a learning support, if available. This can continue into the other steps, if the pupil finds it helpful. | Can write own name and complete a short basic form (e.g. with address, age).  Can form most English letters (significant if more familiar with a different writing system) and appears confident enough to try writing English to fill in blanks, copy known words or label diagrams / images.  Can write some words and phrases which have been taught, rehearsed and scaffolded, or which occur very frequently, although spelling may not be secure.  Can conform to taught expectations about basic layout features, e.g. dates, titles, captions, lists.  Can produce diagrams / images and label them. |
| **Step 2** | Can communicate some content about concrete matters during simple, routine, familiar tasks, e.g. This animal cell, it has 3 parts. Name …  Can use common verbs like “go”, “do” and “make”. Recognises that these change form, so tries some different versions, but cannot yet manipulate them accurately.  Speech is still often fragmented, but carries meaning.  Can communicate socially with peers using a | Can understand simple, straightforward sentences and frequently used expressions connected to the familiar, the concrete and content with high contextual support. For example, will respond to *This picture is a plant cell, this picture is an animal cell. Find another picture of a plant cell. How many parts are labelled in the plant cell? How many parts are labelled in the animal cell?*  Understands a small range of words, and, with help, is quickly acquiring a practical vocabulary, e.g. words for directions, numbers, plus, minus, colours, size and time.  Can understand the main point in short, simple clear announcements.  Can take part in short, simple social conversations about familiar or practical matters. Can negotiate with other pupils during group work, e.g. I do this one …  Can respond to simply phrased factual questions about lesson content, e.g. Has an animal cell got chloroplasts? | Can find a piece of simple, predictable information in a short text of familiar style, such as diagram, a table or a poster in order to answer a question.  Can use a timetable and other common notices or labels around school.  Can read simple sentences relating to images which have already been discussed.  Can locate key words in texts. Vocabulary may be 1500 words at this stage.  Understands the significance of full stops when reading.  Responds independently to visual cues when reading.  Can recognise initial consonants and some word endings to support decoding known words (significant if more familiar with a different writing system).  If using a bilingual dictionary or device, is starting to use independently, if not always effectively. | With scaffolding, can write short, simple, legible phrases and sentences with familiar, rehearsed content.  Can conform to taught expectations about layout, especially if there are examples to follow.  Uses glossaries and other sources of vocabulary if these are provided for the topic. The emphasis is still on key words. If accessing dual language resources, uses these to improve writing.  Is confident enough to try writing words and phrases independently in some situations. Errors show that the pupil is making informed guesses based on what s/he has learned.  Handwriting shows control, uses capital letters and full stops ( significant if more familiar with another writing system) |
| **Step 3** | In a supportive situation, can ask the speaker to repeat or explain words in order to understand more of the message. The pupil does this appropriately and interacts with the message content as expected.  Responses show that the pupil is listening for longer, and understanding new words and phrases when content is delivered with enough contextual support. For example, following a practical session, the pupil would understand why plants did not thrive in the dark.  Vocabulary is growing quickly and noticeably, fed by experiences and recording.  Can understands and use independently many of the support systems and scaffolds which operate within lessons, e.g. a framework to record facts or ideas, true / false exercises to use as sentence models. | In a supportive situation, can ask the speaker to repeat or explain words in order to understand more of the message. The pupil does this appropriately and interacts with the message content as expected.  Responses show that the pupil is listening for longer, and understanding new words and phrases when content is delivered with enough contextual support. For example, following a practical session, the pupil would understand why plants did not thrive in the dark.  Vocabulary is growing quickly and noticeably, fed by experiences and recording.  Can understand and use independently many of the support systems and scaffolds which operate within lessons, e.g. a framework to record facts or ideas, true / false exercises to use as sentence models. | Can use features of texts in print and on line to locate information, e.g. an index, a link, a sub heading.  Will attempt to use class texts, picking out some known items, finding pages or chapters, reading tables and captions.  Shows some interests in texts and some enjoyment of texts. Beginning to make some choices about what to look at or read English.  Can read specially written texts or differentiated texts with understanding. Can read aloud with correct intonation for statements and questions. Can guess from context what unknown words might mean.  If more familiar with another writing systems, is now using some phonics cues when decoding unknown words. Phonics tuition is helpful for some pupils at this point, if delivered with their vocabulary needs in mind.  Is aware of all support (resources and / or provision) provided in class and uses it effectively. | Can write sentences about familiar content independently, and can make meaning, although with errors of spelling, punctuation and grammar.  Makes good use of models and scaffolds, constructs more regular text with this kind of support. Understands how to use what is provided and what s/he needs to do in order to meet personal targets or appropriate objectives.  Can use capital letters, full stops and question marks consistently.  Shows awareness of taught layout features and attempts to use them.  If more familiar with another writing system, English handwriting now shows some control and can be easily read. |
| **Step 4** | Can usually be understood easily, although speech contains many errors. The pupil cannot easily express details like who, when and where without prompting and scaffolding.  Learns new words all the time from every lesson, and uses then in fresh contexts.  Can express own feelings and wishes independently.  Can join in conversations spontaneously.  Can self-correct some grammatical errors.  With scaffolding and rehearsal, can express a lot of lesson content. | Is aware of levels in the lesson beyond the most concrete or simple, and starts to respond to language which expresses more abstract ideas, understanding some concepts which cannot be illustrated easily, e.g. a number of factors which influence climate change.  Reacts to events with immediate independent comment, showing an understanding of what has been said in class.  E.g. No, the sleeps in daytime! | Has enough confidence to attempt to read a range of differentiated texts, and asks questions about meaning.  Decodes unfamiliar words.  Looks for texts (on paper and on screen) and audio texts which reflect own interests or current topics.  Reads aloud, marking inflections (e.g. plurals and –ed endings) and punctuation.  Can use layout features to find information and answers to key questions.  Can give and explain an opinion about text, e.g. I like because… It is good because… It is right because…  Can retell text content with significant details, after scaffolding and rehearsal, e.g. Plant takes minerals and light, then doing photosynthesis, so making energy. | Can write meaningful sentences and paragraphs which reflect taught content.  Uses models to produce written texts in taught formats and genres.  Proof reads own work and is aware of spelling and punctuation, uses ant provided scaffolds to keep texts at a high level of conformity. Follows any taught drafting and review process. Uses taught punctuation. |
| **Step 5** | Can deal with most day to day routines and common situations and is able to converse socially on familiar matters and on task where there is contextual support.  Can produce simple, connected utterances on known, familiar content, or on topics related to personal opinions and experiences.  Can describe and narrate known content in simple cohesive sentences, although with some grammatical errors. Can provide details which explain the content fully (e.g. using time, positional and descriptive language)  Language difficulties do not prevent the pupil from engaging actively in class.  Can describe and narrate known content, with some personal reactions, reasons and opinions, in simple connected sentences, although with some errors. | Can understand most of the content when teachers speak clearly at a normal pace, if it is not very complex. Listening stamina is increasing to a level approaching that of peers. Can understand and respond to longer questions and instructions with more than two steps.  Can deal with the language demands of all routine or common situations in school.  Can engage fully with “why” and “how” questions.  Asks for support and clarification where necessary, and asks questions about own work. | Can read texts if most of the language used has already been introduced, i.e. about known content expressed in practised / known vocabulary.  ***Will look up familiar words and can explore or discuss meaning of new words. Encouraging this remains very important for progress.***  Is starting to understand / discuss emotional content in stories in English. The pupil may already be doing this to a high level in another language so if possible, encourage use of L1 to extend engagement.  Language difficulties do not prevent the pupil from joining in with drama or other speaking / reading activities. | Can write simple, cohesive, mostly correct text on familiar topics after some rehearsal.  Starting to describe own experiences and impressions in writing.  ***Is learning to use conjunctions and adverbials to link ideas within and between paragraphs.***  ***Uses modals and adverbs appropriately to express degrees of certainty or probability.***  ***Uses a fuller range of English tenses (e.g. present perfect, past perfect) mostly appropriately, if not always accurately.***  ***Is learning to use the passive voice when needed.*** |
| **Step 6** | The pupil will move on from Step 5, becoming less in need of contextual support and more fluent. Then, at the start of a new topic or during any time of change, the pupil will move back towards needing more scaffolding and contextual support. As the new situation becomes more familiar, or as the language and concepts of the new topic become embedded, the pupil begins to function much more independently once more.  From this point onwards, EAL is very much about the development of academic language and the need to support speaking / listening skills as well as writing.   * Can sometimes perform close to age appropriate expectations * Sometimes needs more support and scaffolding than others | | | |
| **Step 7** | Can join in a social or on task discussion without support or scaffolding.  ***Can explain own point of view and defend it.***  Can explain advantages and disadvantages.  Can give clear and detailed factual descriptions relating to lesson content (e.g. parts of a plant, features of a landscape).  Speech is easy to understand. Errors and gaps persist, but do not greatly affect meaning unless content is very complex or subtle.  Adapts own speech in response to what others say. | Can understand most of the lesson delivered in age – appropriate manner with no adjustments or support for EAL. Can follow most audio-visual materials as presented to the group.  Can meet the language demands of group activities and class discussions without support for EAL.  Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous.  Can follow most educational film clips in standard English.  Appears to be confident, engaged and independent in tasks requiring speaking and listening. | Can decode age appropriate texts and understand most of the content, although the need for vocabulary development continues.  ***Can perform a short text aloud, demonstrating meaning through intonation, tone and volume.***  ***Can understand the difference between statements of fact and a writer’s point of view.***  ***Can understand age appropriate contemporary novels and stories and a little about the language effects writers create.***  ***Can independently use reading as a tool for finding information.*** | Can write clear, understandable text with details, based on lesson content.  ***Can write a narrative based on known content, with some elements of description.***  Can write a report based on known content.  Can argue for or against a point of view.  Can write about personal experiences and their significance.  Can use a variety of tenses in response to teaching and modelling over time.  All the above may have continuing errors of cohesion, collocation and grammar, or reduced vocabulary. This will not detract from communicating meaning, but it may prevent the learner from expressing complexity or subtlety, and it may detract from style. |
| **Step 8** | Can express content fluently and spontaneously. Needs no support for speaking. Speech may continue to be accented, but this will not interfere with communication.  Will still benefit from help to build vocabulary, but this need is not always obvious during conversation.  ***Can use both formal and informal English, choosing the right level for the situation.***  ***Can explain own ideas and opinions effectively, relating own contributions to those of other speakers.***  Can speak fluently and accurately about subject content, giving descriptions, explanations and summaries. | Can understand lesson content as delivered to the whole class.  ***Can follow reasoning and argument in the same way as most peers.***  Understands audio-visual presentations shown as part of the lesson. Independently accesses on line resources at age-appropriate level.  Appears to be confident, on task and independent to an age appropriate level in terms of language need.  Unusual accents or very fast speech may still cause comprehension difficulties.  Some idiomatic or figurative English may still require explanation. | Has the same reading stamina as most of the class in all subject areas, although more densely written texts may cause difficulties.  Can understand the language of modern literary texts, although some cultural interpretation may be needed. Use of slang / non-standard forms may also be difficult to understand in some texts.  Understanding of Idiomatic or figurative expressions may require support.  Makes good use of the systems of support provided for the whole class, e.g. dictionaries, notes, virtual learning platforms.  Has a sizeable vocabulary, developed through teaching and experiences. | ***Can write in clear, well-structured English for all subjects, choosing the appropriate style and layout.***  ***Can explain points fully, including PEE chains in English, if these have been taught.***  Can indicate which are the most important points in extended writing using textual devices.  May still need scaffolding in order to achieve fullest expression of content.  Minor grammatical errors may persist but do not interfere with meaning.  Unexpected cultural differences or gaps in vocabulary may affect expression.  Can produce detailed, well structured, cohesive texts across a taught range of genres at an age appropriate level. Writing skills may have gaps which reflect what the class was learning during the times when this pupil could not access the content, so catch up support will raise attainment. |

The learner can be assessed in the same ways as monolingual pupils in the class but should be monitored and tracked in case later problems with academic language or cultural misunderstandings / issues become barriers to l,earning. Quality first language aware teaching will meet most of the learner’s needs. Attention to the way language is used in different subject areas will rasie attainment for this learner and many monolingual learners in the class as well. The learner may reach or exceed in all aspects of the English National curriculum. Some schools may choose, for statistical purposes, to record step 9 for some pupils.

**For KS4, pupils at Step 7 will be targeting English GCSE grade 4 and pupils at Step 8 will be targeting grade 5.**