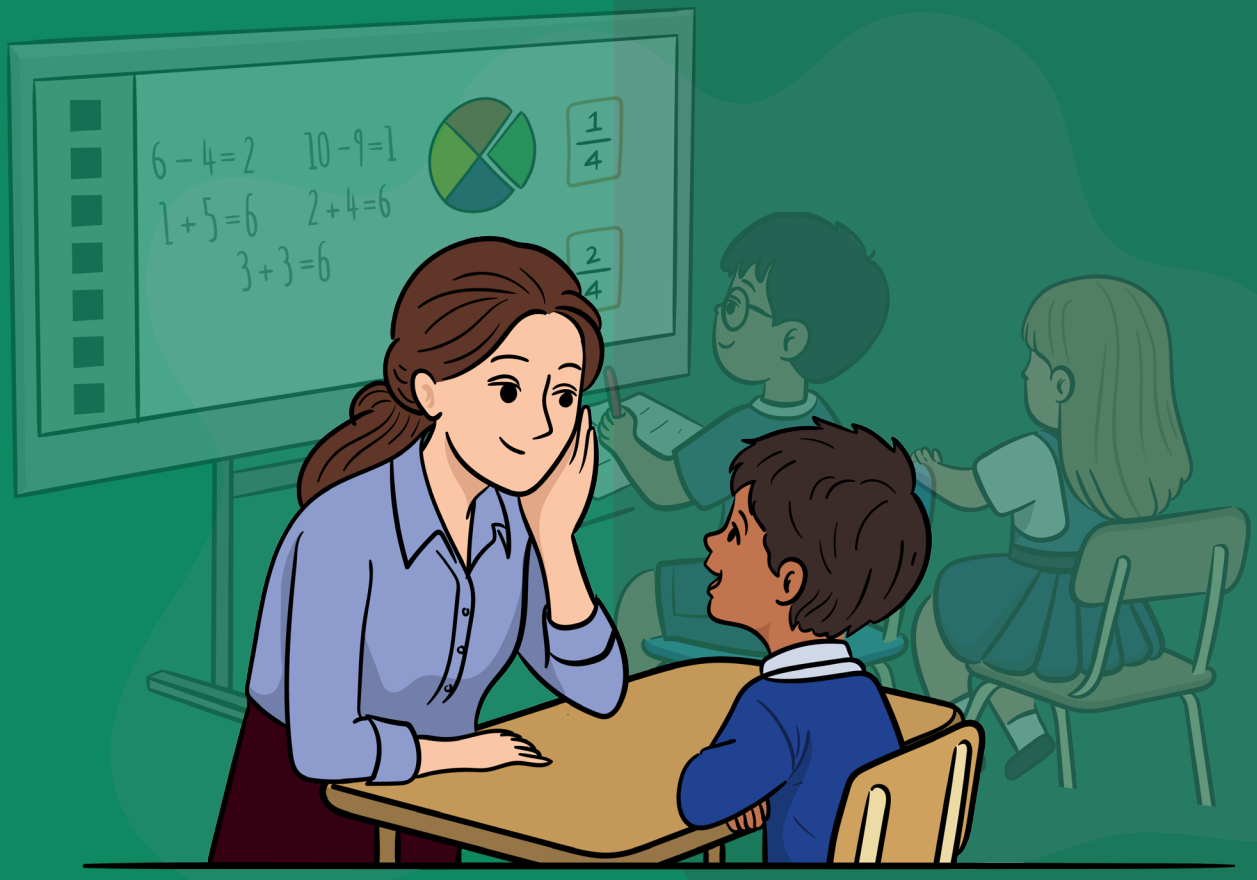
The Bell Foundation



EAL Assessment Framework for Schools

PRIMARY

August 2023

About this Framework

The Bell Foundation EAL Assessment Framework supports primary and secondary schools in assessing progression in EAL learners over time in Listening, Speaking, Reading and Viewing, and Writing.

This framework will be updated from time to time.

Please check that you have the latest version at www.bell-foundation.org.uk.

Acknowledgements

The Bell Foundation was established in 2012 and is working to overcome exclusion through language education in the UK. The Bell Foundation is a charity and focuses on two thematic areas: children with English as an Additional Language and individuals in contact with the criminal justice system whose first language is not English.

The Bell Foundation would like to thank Dr Michael Evans, Dr Neil Jones, Professor Constant Leung and Dr Yongcan Liu for their thorough and robust work, which has culminated in the EAL Assessment Framework for Schools. We would like to give a special thank you to Professor Constant Leung, the Project Coordinator, for steering the project.

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Foreword

Dear Colleagues

As teachers and educators we are rightly proud of the ethnic and linguistic diversity in our schools. At the same time we acknowledge that we have to continually renew our efforts to meet the needs of all pupils. Many of our bilingual or multilingual pupils are in the process of learning English as an Additional Language (EAL). As the language of schooling is English, the vast majority of these pupils experience the curriculum content through, in effect, EAL.

We all know that the process of learning an additional language in school is not the same as early-years first language development. It is therefore very important that teachers are provided with EAL-sensitive assessment tools that can help them recognise pupil language achievements and needs.

I am very pleased to introduce the EAL Assessment Framework for Schools. In the research and development of this assessment framework we consciously adopted a classroom-friendly, curriculum-language integrated approach so that teachers can use the rating scales and the complementary materials for day-to-day informal assessment as well as more formal summative assessment. Many of the assessment descriptors have been formulated in such a way that they can be used by teachers from different curriculum and subject areas.

On behalf of the Research and Development Team, I would like to thank The Bell Foundation for its generous financial support, and The Bell Foundation Associates for their critical comments and insightful advice.

Yours



Professor Constant Leung FAcSS
King's College London



The EAL Assessment Framework won the prestigious British Council's ELTons Awards 2018 in the Local Innovation category.

Primary **LISTENING**

EARLY DEVELOPMENT

NOT EXPECTED TO BE ACHIEVED IN ORDER

GETTING CLOSER TO THE NEXT BAND

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 understand and respond verbally in interactions with others based on their understanding of the context	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 an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. *'Draw a circle under the line'*)	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. *'Which one is a rock?'*)	Can respond to simply phrased factual questions (e.g. *'Which things use water?'*)	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. *'Do your best', 'Check your work'*)	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like *'right', 'okay', 'anyway', 'as I said'*) to help make meaning
4	Can follow and join in routine classroom activities willingly (e.g. *'pay attention', 'form a circle'*)	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden
5	Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	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	Can understand most of the content when teachers speak clearly at a normal pace
6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom (e.g. *'quiet', 'put up your hand'*)	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	Can respond appropriately in most unplanned exchanges	Can distinguish between and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	Can follow most audio and video materials
7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	Can respond to simply phrased factual questions about lesson content (e.g. *'Is the leaflet about animals or shops?'*)	Is developing understanding of sentence types (e.g. questions, statements) through word order rather than intonation alone (e.g. *'Miss wants to know how we are going to make this story better'*)	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical forms may be challenging (e.g. *'Some aspects of our curriculum will be changing'*)	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms
8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. *'went'* for past time)	Can attend actively to the conversations of other English speakers on familiar classroom topics (e.g. preference of colours, shapes of objects)	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding Is beginning to pay attention to and respond to different registers	May ask for clarification and need extra time when participating in complex interactive listening activities (e.g. group performances or class discussions)	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register (e.g. formal and informal)
9	Can sort pictures or objects according to oral instructions	Can use contextual clues to gain meaning from curriculum-related spoken language (e.g. make use of a water cycle diagram/visual to help make sense of topic-related talk)	in formal and informal settings (e.g. *'Sit down'* v. *'Please take a seat'*)	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school context	Can deal with the language demands of all routines and common situations in school
10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings such as *'How are you today?'*)	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'*)	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and is at familiar pace	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication (e.g. frowning)	Can understand different registers and varieties of spoken English, and respond appropriately (e.g. match a formal response to a formal request)

Primary **SPEAKING**

EARLY DEVELOPMENT

NOT EXPECTED TO BE ACHIEVED IN ORDER

GETTING CLOSER TO THE NEXT BAND

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
1	Can produce single words or short phrases and express simple greetings	Can answer yes/no questions (e.g. *'Are you hungry?'*) and 'choice' questions (*'Do you want chicken or pasta?'*)	Can communicate matters of immediate interest using connected utterances (e.g. *'I like this photo, it's a good photo'*)	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation	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. *'I predict the first object will float because it is made from wood'*)
2	Can express concrete meanings and references during simple, routine, familiar tasks (e.g. *'is blue', 'is circle', 'this ball'*)	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	Begins to notice and can sometimes self-correct errors in own speech (e.g. *'comed', 'goed', 'he do'*)	Can answer explicit questions from stories read aloud (e.g. who, what, or where)	Can tell original stories with some detail (e.g. describing character, appearance, or location in a story)
3	Can respond to questions which are visually-supported (e.g. visual timetable, word mat, instruction visuals) with one or two words, in a classroom context	Can respond simply to a question relating to an immediate task, while the grammar is basic and may contain errors (e.g. omission of verb inflection, e.g. *'He say she like Maths'*)	Can use some vocabulary that has been introduced on tasks and in taught sessions (e.g. can use language to classify different animals or plants in science)	Can give oral presentations on content-based topics approaching age-expected level	Can join in a social or on-task discussion without support or scaffolding for EAL
4	Can identify and name some school and everyday objects (e.g. *'table', 'pencil'*)	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like *'How many sides does a square have?'*) Can deal with most day-to-day	Can express likes, dislikes, or preferences with reasons (e.g. *'I like ice-cream because it's sweet'*)	Can retell events in a connected narrative where content is familiar, using story language where appropriate	Can compare attributes of real objects (e.g. *'X and Y are similar/ different because...'*)
5	Can make simple statements when prompted and supported by prior rehearsal (e.g. *'Boy has bike'*)	routines and common situations and task-related language, where there is contextual support	Can speak to others socially using simple but mostly regular grammatical structures	Can use phrases of time and place to expand information, and longer noun phrases to expand descriptions (e.g. *'a dog barked'*: *'Last night, in the silent, empty park, a dog barked'*)	Can generally speak fluently and with little hesitation structuring utterances through word order rather than intonation (e.g. *'Do you like?'* instead of *'You like?'*)
6	Can use some common adjectives (e.g. *'big', 'fast', 'good'*)	Is beginning to use forms (mostly first [I] and third [he/she/it/they] person present tense) of the verbs *'have', 'be', 'do', 'come', 'go'* and *'make'*, although not always accurately (e.g. *'I going play'*)	Can take part in role play making some appropriate unscripted contributions	Can produce longer utterances by using a small range of linking elements, such as pronoun reference across sentences (e.g. *'I have a new friend. She is Polish'*)	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
7	Can ask simple questions about own work (e.g. *'Miss, is this right?'*)	Can give a short retelling of a story or sequence, perhaps fragmented, relying on objects and images, but will still have difficulty with basic prepositions like 'to', 'of' and 'in'	Can ask questions for social and academic purposes	Can complete phrases in rhymes, songs, and chants	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
8	Can make basic needs known to others (e.g. *'I not understand'*), usually in non-standard grammatical form	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. *'You go first'*)	Makes relevant spontaneous comments socially and during tasks (e.g. making comparisons and contrasting spontaneously)	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (i.e. using knowledge of words or prefixes that are shared by first language e.g. *'volcano'* = vulcan (Romanian), wulkan (Polish); *'tri'* = 3 e.g. triangle)	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**)
9	Can communicate some lesson content in longer, more correct utterances, supported by scaffolding from the teacher and prior practice (e.g. speaking to a visual framework, copying a model/answer patterns, e.g. *'It's a tree', 'It's a flower'*)	Is beginning to meet the speech demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and at a slow(er) pace)	Can use English spontaneously, without long pauses for internal translation and composition	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts
10	Can pronounce comprehensibly and attempt to approximate English stress and intonation	Is beginning to participate independently in class discussions on familiar social and academic topics	Can make observations and explain ideas simply during creative and exploratory activities (e.g. can explain a simple experiment in science)	May still explore more complex ideas in first language 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 as *'To house if went, he sees burglar'* as this would be a direct translation from Turkish), or may mix first language and English to convey more complex ideas	Can compare/contrast ideas and relationships in different subject contexts

Primary **READING & VIEWING**

EARLY DEVELOPMENT

NOT EXPECTED TO BE ACHIEVED IN ORDER

GETTING CLOSER TO THE NEXT BAND

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/ sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
1	Can make use of their cultural and own first language experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but may distinguish between words and numbers or symbols or text types – a story from a book or an advertisement from a website)	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. *'Once upon a time'*)	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. *'-tre'* in *'centre'*)	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)	Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content (e.g. *'Move this over there' versus 'We should put the table by the door'*)
2	Can follow written text conventions (e.g. left to right movement in English, continuity of text from top to bottom of page)	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases (e.g. can try to sound out a written word)	Can recognise common prefixes (e.g. *'re-'* in *'return'*) and suffixes (e.g. *'-ed'* in *'walked'*) and punctuation, and use this awareness and knowledge to make sense of text	Can identify the purpose and intended audience of curriculum-related texts without prompting (e.g. advertising material versus scientific description)	Can understand and interpret visuals and graphics in conjunction with written text appropriately in curriculum tasks
3	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	Can attempt to use familiar and some unfamiliar words in phrases/ sentences, and try to make sense of them	Can make sense of taught curriculum texts but may need support to comprehend unfamiliar content, culturally specific nuances (e.g. *'the angel twinkled on the top of the tree'*), and figurative and metaphoric expressions (e.g. *'Don't wind him up', 'life is a roller coaster'*)	Can recognise meaning of words/ phrases expressing degrees of obligation, probability and possibility in context (e.g. *'may do', 'must do', 'should do'*)	Can understand the meaning in a passage (such as identifying the character(s) in a story, even when not obvious) and the sequence of happenings expressed in sentences based on knowledge of complex grammar (e.g. the passive voice *'No pocket money until you tidy your room.* ***You have been warned,*** *' said Mum*) Can recognise complex cohesive
4	Can distinguish and understand different forms of meaning representation (e.g. letters, words, visual images, symbols and graphics)	Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions (e.g. *'In the beginning', 'A long time ago'*)	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand	Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as *'If I had a choice, I would ...'*)	markers to link ideas across sentences and passages (e.g. *'although', 'in spite of'*, pronouns referring back across several sentences e.g. *'**The stone age** was ... **It** ...'*)
5	Can recognise names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)	Can comprehend taught/ rehearsed short written passages at whole-text level, using visuals as support where appropriate	Can identify main idea(s) in curriculum material and use own prior experience and learning to assist understanding where appropriate	Can follow written material to do tasks (such as classifying and sequencing events in narratives, descriptions and processes) in subject content texts independently	Can find specific information or detail from written texts to respond to *'how', 'who'* or *'why'* questions
6	Can match pictures and other visuals with taught/rehearsed words	Can attempt to read/check own writing for meaning with teacher/ peer support	Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary, complex sentences and writing styles	Can identify figurative speech (e.g. *'a star was born'*) and metaphoric expressions (e.g. *'they bottled up their anger'*) in curriculum texts, and seek help if necessary	Can identify explicit and implicit messages in informational and fictional texts (e.g. ironic and/ or indirect judgmental statements)
7	Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments	Can identify and extract information (words and passages) in texts in response to concrete *'what', 'where'* and *'who'* questions	Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings	Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment)	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness
8	Can recognise and use grapheme-phoneme correspondence to decipher the meaning of some words in a taught/rehearsed text	Can read out loud short texts with familiar/predictable structures written in everyday language, attempting to use pauses and intonation to mark meaning	Can retrieve relevant details from curriculum and literary texts to identify and retell the gist of content	Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references	Can draw own conclusion/ form own opinion from reading where appropriate (e.g. when participating in class and group discussions)
9	Can follow and make use of familiar words to extract basic meaning from a familiar text	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting	Can begin to differentiate between informational and fictional statements/texts independently	Can reread a text to check understanding if told that the information in the text has not been completely understood	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose
10	Can choose books or other reading materials to join in learning activities, especially when guided	Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions	Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding

Primary **WRITING**

EARLY DEVELOPMENT

NOT EXPECTED TO BE ACHIEVED IN ORDER

GETTING CLOSER TO THE NEXT BAND

CODE	BAND A Showing attempts at writing in English	BAND B Demonstrating basic skills of spelling and sentence construction	BAND C Demonstrating competence in independent use of vocabulary and construction of simple sentences	BAND D Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	BAND E Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level
1	Can mark/indicate familiar pictures, numbers and other visual images	Can show awareness of common and simple spelling patterns (e.g. *'hat', 'ant', 'sit'*) reflecting a consonant-vowel-consonant sequence	Can use words to indicate time sequencing (e.g. *'first', 'next', 'finally'*)	Can employ a range of modal elements (e.g. *'would', 'should', 'could', 'might'*) and tenses (including present continuous tense, simple past tense) to construct a text	Can demonstrate full control over the use of grammatical conventions involving verbs, pronouns, subject-verb agreement (e.g. *'She has ...', 'They have ...'*), compound and complex sentences (e.g. *'Eva and Salil are neighbours and they go to the same school', 'Edward, who joined the class today, is a good footballer'*)
2	Can communicate intentions and own meaning through drawing and mark making	Can form and reproduce most English letters and attempt to produce words	Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. *'a', 'the'*), prepositions (e.g. *'on', 'in'*) and conjunctions (e.g. *'and', 'but'*)	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing	Can write in clear, well-structured English across the curriculum using appropriate style and layout (such as recounts and diary entries) in terms of their year group
3	Can show awareness of the differences between print and picture in attempting to write	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves	Can use some formulaic expressions in writing (e.g. *'Excuse me', 'I suppose so', 'at the beginning', 'Once upon a time'*)	Can combine phrases/sentences to produce meaningful, clear and coherent passages in curriculum tasks (e.g. *'I think our school day should be longer. We need more time to talk to our teachers.'*)	Can use a variety of tenses to represent shifts in meaning (e.g. the use of *'will'* and *'would'*)
4	Can show awareness of some basic conventions of writing (e.g. leaving spaces between symbols or letters, writing from left to right. This is significant if it is not the convention in the pupil's first language)	Can complete sentence starters if examples are provided (e.g. *'I like [apples]', 'The monkey ate [four bananas]'*)	Can use some grammatical structures, such as subject-verb agreement (e.g. *'he walks'*), inflections (e.g. adding *'-ed'* to form the past tense)	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events)	Can write competently for a range of classroom purposes (e.g. school notices, science reports) at year group appropriate levels of complexity
5	Can form and reproduce some English letters	Can follow examples and reproduce taught text formats and organisation (e.g. front cover, page number)	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. *'Yesterday, I ..., then I went home'*) when more formal English may be expected	Can write stories and descriptions of personal experience in an appropriate time sequence	Can connect or integrate personal experiences with literary writing (e.g. autobiographic accounts, personal opinions on books)
6	Can copy or write own name	Can make independent use of basic punctuation to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)	Can combine ideas based on taught content to produce meaningful statements, although they are not fully accurate (e.g. *'Stone age peoples use sharp stone'*)	Can use sample texts to scaffold content and structure of writing for different classroom purposes (e.g. autobiographic accounts)	Can express ideas and opinions effectively for expectations of age group
7	Can use first language to scaffold their effort to form English words (e.g. words from other languages used in English, such as French *'table'*)	Can copy passages from an English text in the curriculum (this is significant if the pupil's first language is in a different script)	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models	Can begin to use phrases/ sentences in a culturally-appropriate way in different areas of the curriculum	Can write reports using technical vocabulary (e.g. scientific experiments)
8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with *'This is my home'*)	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)	Can compare, contrast and summarise content-based information (e.g. environment, education)	Can justify, defend and debate opinions based on supporting information and evidence
9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)	Can construct simple connected text based on short descriptions of events and activities for classroom purposes	Can participate in shared writing activities or write independently	Can plan writing with appropriate content and style for a particular audience in mind (e.g. letter of complaint, persuasive leaflet)
10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)	Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject-topic-related vocabulary	Can review, revise and edit work with teachers or independently (where appropriate with reference to year group)

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