

# EAL ASSESSMENT FRAMEWORK

## BAND A

The below descriptors are based on the Bell Foundation framework for students who are new to English.

### Speaking Descriptors

A1	Pupils can produce single words or short phrases to express greetings, needs, simple ideas, name familiar objects, and respond briefly to visually supported questions.
A2	Pupils can use common adjectives, make simple statements or questions with support, and begin to communicate lesson content using short utterances with teacher scaffolding.
A3	Pupils can produce longer, more accurate utterances in familiar contexts, attempt correct stress and intonation, and make themselves understood even when grammar is non-standard.

### Listening Descriptors

A1	Pupils can understand and respond to single words or short phrases in familiar contexts, often showing comprehension through actions or gestures and sometimes repeating words or phrases with support.
A2	Pupils can follow routine classroom activities, understand basic everyday vocabulary, sort objects or pictures based on oral instructions, and take part in simple face-to-face interactions such as greetings.
A3	Pupils can follow simple instructions and curriculum-related language when spoken clearly and begins to use some awareness of grammar to make sense of what teachers and peers say.

### Writing Descriptors

A1	Pupils can mark or indicate familiar pictures, numbers and other visual images. They communicate their own ideas through drawing and mark making, showing an awareness of the difference between pictures and print. They may also begin to copy or reproduce letters shown by the teacher to make meaning when telling a story.
A2	Pupils show awareness of some basic writing conventions, such as leaving spaces and writing from left to right. They can form and reproduce some English letters, copy or write their own name, and use their first language to help them attempt English words (for example, drawing on words like table from French).
A3	Pupils can write in English to complete blanks, copy familiar words, or label diagrams and images. They can also contribute to a shared class story, producing letters and strings of letters linked with pictures to communicate meaning.

### Reading Descriptors

A1	Pupils begins to notice and differentiate between letters, numbers, and symbols in their environment, even if they don't fully understand the meaning.
A2	Pupils understand that writing goes from left to right and top to bottom, they recognise their own name and classroom labels, and can connect pictures with familiar words to help make sense of texts.
A3	Pupils use their letter-sound knowledge to decode words in familiar texts, understand basic meanings, and actively select books or materials to participate in learning activities.

# EAL ASSESSMENT FRAMEWORK

## BAND B

The below descriptors are based on the Bell Foundation framework for students who are at the early acquisition stage of learning English.

### Speaking Descriptors

B1	Pupils can answer yes/no and choice questions, repeat basic facts or learnt statements, and respond simply to task-related questions with basic grammar that may include errors.
B2	Pupils can produce short, joined-up utterances on familiar content, attempt to use common verbs in simple forms, retell short stories or sequences with visual support, and use modelled expressions in group activities.
B3	Pupils can begin to meet the language demands of group activities and class discussions more independently, dealing with day-to-day routines and contributing to familiar social and academic topics with growing confidence.

### Listening Descriptors

B1	Pupils can understand familiar and repetitive everyday expressions, simple instructions, and short social exchanges when these are supported by context, gestures, or visuals.
B2	Pupils can follow short stories, songs, and narrative accounts with visual scaffolds, attend to classroom conversations on familiar topics, and respond to simple factual questions about lesson content.
B3	Pupils can make use of contextual clues such as diagrams or visuals to understand curriculum-related talk, follow more detailed instructions, and respond appropriately to simple factual questions and everyday communication.

### Writing Descriptors

B1	Pupils can form and reproduce most English letters and begin to attempt whole words. They show awareness of simple spelling patterns, such as consonant-vowel-consonant words, and may jot down short phrases or sentences after hearing them in class or from audio/visual sources.
B2	Pupils can complete sentence starters with support, form simple sentences using word or phrase banks, and copy short passages from curriculum texts. They are also able to write basic phrases and sentences related to their own experiences, such as family, home, or playground activities.
B3	Pupils can follow examples to reproduce taught text formats and organise their writing appropriately. They use basic punctuation independently, combine drawing and writing to create meaningful sentences, and extend their skills by writing sentences on familiar topics in a range of classroom contexts.

### Reading Descriptors

B1	Pupils can spot and sound out common words or phrases like "Once upon a time" and answer simple 'what' or 'who' questions about familiar texts.
B2	Pupils read short, practised passages with pictures to support understanding, use known sentence patterns, and can check if their writing makes sense with a peer or teacher.
B3	Pupils read short texts aloud using tone and pauses, understand key ideas without help, and figure out new words using spelling patterns and clues from the text.

# EAL ASSESSMENT FRAMEWORK

## BAND C

The below descriptors are based on the Bell Foundation framework for students who are developing competency of the English language.

### Speaking Descriptors

C1	Pupils can communicate matters of immediate interest in short connected utterances, use taught vocabulary in simple tasks, and express likes or dislikes with basic reasons.
C2	Pupils can participate socially and in role play using mostly regular grammatical structures, ask and answer simple questions, and make relevant spontaneous comments during tasks and discussions.
C3	Pupils can use English more fluently without long pauses, begin to self-correct errors, and make simple explanations or observations in creative, exploratory, and academic activities.

### Listening Descriptors

C1	Pupils can follow simple oral instructions, attend to conversations on familiar topics at a clear pace, and begin to acquire common vocabulary including basic subject-related words.
C2	Pupils can understand the gist of unfamiliar or more complex expressions in routine situations, recognise common vocabulary (including words with more than one meaning), and use intonation to gain meaning from spoken English.
C3	Pupils can respond appropriately in most unplanned exchanges, develop understanding of sentence types and registers, and use first-language knowledge or peers to support interpretation of spoken texts.

### Writing Descriptors

C1	Pupils can use familiar vocabulary to attempt short, coherent sentences with articles, prepositions, and conjunctions. They may also draw on their first language to support planning and can use simple formulaic expressions in their writing.
C2	Pupils begin to use some grammatical structures such as subject-verb agreement and inflections like -ed for past tense. They can show understanding of taught content by using familiar vocabulary and sentence models, and start to construct longer sentences based on familiar topics, even if these reflect spoken language. They can also use time sequencing words such as first, next, and finally.
C3	Pupils can combine ideas from taught content to produce meaningful though sometimes imperfect statements. They can construct simple connected texts describing events and activities, and begin to attempt short pieces of writing in different genres such as diary entries, letters, or narratives.

### Reading Descriptors

C1	Pupils notice parts of words like "re-" and "-ed," they recognise frequent spelling patterns, and use punctuation clues to help make sense of simple texts.
C2	Pupils make sense of school texts, even if some ideas or expressions are new, they use pictures and charts to help their understanding, and connect what they read with what they already know.
C3	Pupils understand a wide range of school texts, including facts and stories, pick out important information, tell the difference between real and made-up content, and confidently find information using indexes and search tools.