

Key Stage 1

New to English

Level 1

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can participate in very basic, short, formulaic spoken exchanges (e.g. <i>Good morning, How are you?</i>, but may respond non-verbally (e.g. with a gesture, or smile)</li> <li>• Can follow simple instructions or directions which are familiar and/or accompanied by gestures</li> <li>• Can recognise a range of concrete, everyday vocabulary, but only that relating to immediate needs and familiar from home and school contexts, demonstrated by identifying (e.g. <i>table, book, chair</i>)</li> <li>• Can label some familiar objects</li> <li>• Can distinguish between English and other languages, often demonstrated by responding in English on hearing English (or responding non-verbally rather than in another language)</li> <li>• Will use short one or two word utterances to convey a range of meanings and will make extensive use of supplementary gestures</li> <li>• Will interpret meaning using gestures, intonation and visual cues</li> <li>• May watch what other learners are doing intently and imitate their actions, e.g. to participate in classroom routines</li> <li>• May echo words and phrases, as part of their participation in learning or social activities</li> <li>• May join in an activity, but not speak</li> <li>• May communicate in their mother tongue with other learners with the same mother tongue where available</li> <li>• May ask for clarification or translation from other speakers of their mother tongue where available</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise and name some letters and words which they encounter frequently and for which the meaning is given (e.g. signs commonly seen in the classroom and around the school, names, days of the week) and demonstrate understanding of a limited range of signs and labels providing information or giving commands</li> <li>• Can recognise some personal details in written form, e.g. their name, age, etc.</li> <li>• Will have a limited range of reading vocabulary/phrases (this range will expand with increasing experience in using spoken language in different curriculum areas and social domains)</li> <li>• May exhibit reading-like behaviour, e.g. choosing a book, sitting and looking at a book, turning pages, looking at the pictures</li> <li>• May be able to sequence a known text (narrative or procedure), using pictures or other visual cues</li> </ul>	<ul style="list-style-type: none"> <li>• Can copy words or very short groups of words where visual support is given or with help from others</li> <li>• Will assign meaning to their writing inconsistently (i.e. the same word is ascribed a range of different meanings)</li> <li>• Will use some of the conventions of writing in English (e.g. left to right), although script-different learners will need more time to develop understanding of these concepts</li> <li>• Will use drawing as an initial form of self-expression</li> </ul>

**Key Stage 1****New to English****Level 1**

Learners at this level will bring with them varying degrees of abilities in their mother tongue and English, depending on their experiences at home and possibly at school, which they will use in comprehending spoken and written English. Many learners will be able to comprehend fully (as expected for their age) in their mother tongue and communicate fluently in their home and community. In communication at school, they will rely heavily on an attentive interlocutor who is able and willing to predict their meaning from gestures and context, particularly as they will use key words to convey wider meanings (e.g. *book* might signify *Give me the book, Is this my book?* etc.).

Learners at this level will have varying degrees of literacy in their mother tongue and/or English, depending on their literacy background, and whether it is home-based and/or school-based. They may have an understanding of the basic conventions of print and of the basic elements of narrative. They may have an awareness of different genres, e.g. factual and fictional. They may have an awareness of literacy conventions in non-Roman script. Some may have understandings of literacy in their mother tongue approximating those of their English-speaking peers, but not in English. Those from a low literacy background in their mother tongue will have limited literacy resources and will be learning about the mechanics of writing: they will remain at this level for longer than those with a home-based literacy background.

Learners at this level may have a short concentration span due to lack of comprehension. They will be dependent on visual and contextual support, e.g. pictures and support from the teacher and/or peers. They will use their knowledge of the world to understand the routines and expectations of the classroom and school. This may also mean that they employ cultural knowledge and attitudes such as avoiding eye contact or remaining silent out of respect.

Key Stage 1

Beginning to comprehend and use routine language

Level 2

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can participate in routine, formulaic social interaction which are memorised or are accompanied by cues such as gestures, facial expressions, etc. and in basic short spoken exchanges, particularly those which are common in the classroom</li> <li>• Can participate in short, repetitive or memorisable spoken texts such as songs and rhymes</li> <li>• Can follow simple directions and instructions if supported by gestures, repetition and rephrasing</li> <li>• Can combine words to form very short utterances to convey meaning</li> <li>• Can direct others using very simple commands and requests (e.g. <i>pen</i> to request a pen)</li> <li>• Will need time to process questions before responding</li> <li>• Will have a very limited understanding of interactions between mother tongue English speakers</li> <li>• Will have a growing vocabulary to name and describe objects</li> <li>• Will be beginning to use reference items (<i>I, me, you</i>)</li> <li>• Will be beginning to predict meaning from context</li> <li>• May copy others' utterances</li> <li>• May choose to use their mother tongue with other learners with the same mother tongue where available</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise and understand words and short word clusters in English if familiar from a range of activities</li> <li>• Can understand common signs in the school</li> <li>• Will respond to text and demonstrate understanding of the main ideas in a simple story when supported by clear intonation, gestures, repetition and visuals</li> <li>• Will have limited capacity to understand grammatical language (as opposed to e.g. nouns, action verbs), or language not supported by visuals</li> <li>• Will have difficulty predicting meaning in texts</li> <li>• Will use contextual and visual cues to gain meaning from text (e.g. letter and word shapes, pictures) and will be beginning to identify initial and final sounds of familiar words and words with the same initial sound</li> <li>• Will be developing understanding of nouns and verbs in text, especially supported by visuals or additional explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Can label pictures</li> <li>• Can write their own name</li> <li>• Can copy or jointly construct words and short phrases</li> <li>• Will be beginning to experiment with writing</li> <li>• Will use pictures to provide a context for their writing or to convey meaning which is beyond them in writing</li> </ul>

**Key Stage 1****Beginning to comprehend and use routine language****Level 2**

Learners at this level will be observing and listening intently, developing understanding of language used in context. They will be relying heavily on illustrations, demonstration by the teacher (e.g. holding up an object when discussing it in science, pointing to number cards in numeracy, etc.). The effort of listening for sustained periods of time may lead to 'language overload' and learners may appear to lose focus. In interactions with others, they will rely on an attentive interlocutor who is prepared to predict their meaning from gestures and context.

They will be beginning to make links between English words and concepts in their mother tongue in both spoken and written discourse. Although they might be able to comment extensively on pictures (theirs and others) in their mother tongue, those with limited oral proficiency in English may be less able to comment. Low literacy background learners will exhibit writing-like behaviour, stringing letters together and will attach meaning to their writing, although inconsistently. In reading, script-different background learners may tend to focus on the whole word rather than the parts: although this strategy is helpful initially, it is less successful as their vocabulary increases and in longer texts.

Key Stage 1

Developing range of social and classroom language

Level 3

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can pick out key words and phrases from teacher talk on familiar topics and where contextual support is provided</li> <li>• Can participate in routine exchanges with little difficulty</li> <li>• Can follow a short sequence of instructions relating to familiar classroom procedures and will be becoming less reliant on contextual support</li> <li>• Can participate in songs and rhymes beyond the chorus</li> <li>• Can understand intonation patterns (e.g. questions) and respond appropriately</li> <li>• Will be beginning to initiate short, routine exchanges</li> <li>• Will be taking greater risks with language, but attempts at longer discourse will be fragmented</li> <li>• Will be participating increasingly in group and class activities, but will continue to need additional support (e.g. additional time for processing and to formulate utterances)</li> <li>• Will be approximating English stress patterns, pronunciation and intonation</li> <li>• Will have a growing repertoire of vocabulary, mostly concrete and everyday, relating to the school and personally relevant topics, but some basic technical items</li> <li>• Will have a growing vocabulary to classify and describe</li> <li>• Will be beginning to use basic grammatical items (e.g. articles, some basic prepositions, conjunctions and adverbs)</li> <li>• Will be demonstrating limited control of tenses (present, past and future)</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow short, simple narratives and join in with familiar parts</li> <li>• Can read short familiar texts with contextual support (e.g. words and phrases, short passages, rhymes, etc.)</li> <li>• Can read their own writing to others using memory and word recognition</li> <li>• Can identify others' names and their teacher's name in written text</li> <li>• Can identify familiar words in text</li> <li>• Can read visual texts with some confidence (e.g. a diagram in science)</li> <li>• Will be demonstrating awareness of a range of genres (e.g. story, procedure, description) by identifying the contexts in which they are used</li> <li>• Will be demonstrating understanding of the basic structure of familiar genres (e.g. the steps in a procedure, sequencing in a picture story)</li> <li>• Will be demonstrating understanding of the main ideas, events and characters in a story with support (e.g. illustrations, read aloud with clear intonation and repetition)</li> </ul>	<ul style="list-style-type: none"> <li>• Can write on topics beyond their immediate environment with patterning and modelling support</li> <li>• Will be beginning to construct their own very short elementary texts (e.g. on experiences at home and at school, on family, on pets, recounts) in a range of genres, most of which may require considerable scaffolding (e.g. procedures, reports and descriptions)</li> <li>• Writing may take the form of captions for pictures</li> <li>• Will be assigning more consistent meanings to their writing (i.e. ascribing the same meaning to the same word on more than one occasion)</li> <li>• Will be developing the ability to use the conventions of English script, writing more legibly with more conventional spelling (possibly from memorising words) especially common monosyllabic words familiar from the classroom environment, or approximations of spelling (possibly reflecting pronunciation) and which can be used to predict meaning</li> <li>• Will tend to omit verbs, have difficulty with tenses, use prepositions inappropriately, have difficulty with word order, omit adjectives and adverbs, begin sentences in a repetitive manner (often with a pronoun)</li> </ul>

**Key Stage 1****Developing range of social and classroom language****Level 3**

Learners at this level will be increasingly willing to use language to express meaning orally, depending less on visual support and gestures to convey meaning. They will also be able to participate in a greater range of activities, although they will have difficulty comprehending interaction at mother tongue speed and when background noise is present (e.g. other pupils talking). They will continue to use approximations as they test hypotheses, particularly when attempting to convey meaning through longer utterances. They will continue to require additional time to process new language and help from their interlocutor (e.g. repetition, simplification and paraphrasing). Where possible (particularly where other speakers of their mother tongue are on hand), they may continue to use their mother tongue to communicate ideas and concepts, or to seek clarification.

In reading, they will be decoding words, both known and unknown, through initial sounds and letter and word recognition. Their decoding ability will likely be limited by the extent of their oral proficiency, having difficulty comprehending what they do not already know orally. They will be developing the capacity to request clarification in English and will benefit from doing so.

In writing, learners at this level will be experimenting more, but their writing will be influenced by their proficiency in speaking and listening in English. As they experiment, their writing will be influenced by their spoken language, reflecting inconsistencies in their oral production (e.g. tenses and approximations in spelling). They will be developing the ability to self-correct where the language is very familiar and has been recycled frequently. They may continue to wish to express themselves in their mother tongue, particularly when writing on topics beyond their immediate environment or on unfamiliar topics, if they are able to do so.

Key Stage 1

Extending range of language and experimenting with learning through English

Level 4

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can comprehend social English in familiar contexts with ease and with only occasional help</li> <li>• Can follow instructions presented clearly (i.e. with steps clearly defined and modelling of the task and scaffolding through reminders of the parts/whole of the task)</li> <li>• Can respond appropriately to even unfamiliar instructions and directions (e.g. the object is unknown) if the meaning is clear from gestures and intonation</li> <li>• Can interact in an increasing number of social and learning situations, sustaining a conversation with an attentive adult on a familiar topic</li> <li>• Can participate with confidence in face-to-face interactions</li> <li>• Can respond to questions on a recognised topic (that being studied)</li> <li>• Can talk about a familiar topic/subject</li> <li>• Can participate in spoken discourse relying less on memorised sequences</li> <li>• Can select from a limited range of ways of expressing statements, questions, offers and commands which have previously been modelled with a degree of accuracy</li> <li>• Will be beginning to experiment with a range of expressions in familiar contexts and will be prepared to take risks with choices</li> <li>• Will be beginning to use full sentences, but will place words/phrases inaccurately</li> <li>• Will choose to use language with increasing confidence rather than illustrations or gestures</li> <li>• Will be demonstrating greater control of tenses</li> <li>• Will pronounce and use intonation in ways that approximate English mother tongue norms and will be beginning to use colloquialisms</li> </ul>	<ul style="list-style-type: none"> <li>• Can gain meaning from texts for which contextual cues are provided (e.g. short, repetitive stories, simple procedures, letters, etc.)</li> <li>• Can understand the gist of texts in a range of subjects based on class experience, although this may be erratic</li> <li>• Can demonstrate understanding of technical vocabulary in a familiar range of curriculum topics (e.g. science equipment) and that some familiar words may have more than one meaning</li> <li>• Can retell stories with guided questioning and prompting</li> <li>• Can read independently, but may need support when required to read aloud</li> <li>• Will be applying reading skills in familiar contexts and topics</li> <li>• Will be becoming independent readers within a range of genres and their overall proficiency in English</li> <li>• Will have limited comprehension in unfamiliar topics</li> <li>• Will be developing reading skills and strategies (e.g. predicting, decoding, increasing sight vocabulary, requesting help with meaning and pronunciation of words, re-reading to establish comprehension)</li> <li>• Will be developing metalanguage relating to reading, i.e. the ability to talk about aspects of reading (title, author, page 10, etc.)</li> <li>• May be influenced by features of spoken discourse and mother-tongue sound-symbol relationships when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Can write short simple versions of an increasing number of text types on familiar topics (e.g. letters, descriptions, recounts)</li> <li>• Will be applying understandings about text types to writing in English</li> <li>• Will be using repetitive beginnings of sentences in their own free writing</li> <li>• Will be beginning to write texts containing related ideas around a theme or topic</li> <li>• Will be beginning to organise brief written texts in a logical order, with support, for a very limited range of genres</li> <li>• Will be using simple conjunctions (<i>and, but</i>)</li> <li>• Will be using a range of reference items (e.g. <i>my, your, his, her; it, he, she; here, there</i>) with limited accuracy</li> <li>• Will be able to spell common monosyllabic words familiar from the classroom; the spelling of other words may be based on pronunciation or other familiar word patterns</li> <li>• Will be experimenting with punctuation</li> </ul>

**Key Stage 1****Extending range of language and experimenting with learning through English****Level 4**

Learners at this level will be able to comprehend and participate in an increasing number of classroom activities in English. It will still require intense concentration for them to comprehend fully and additional time for them to process language and information. If the topic is unfamiliar, they may lose concentration and they may well employ strategies such as smiling, nodding, copying, etc. to give the impression that they have understood. They are likely to lose comprehension if there are significant levels of background noise (e.g. others talking around them). They may also miss details of the language they hear, particularly in terms of complex language expressions, having difficulty with prepositions and complex structures, e.g. *although, so*, etc.

In oral interaction, they will still need help from interlocutors, such as additional time to process language and to formulate utterances. They may not wish to be corrected or interrupted, but be happy to formulate utterances independently. Their language will be fragmented as they seek to convey meaning and reformulate utterances to do so. Where possible (particularly where other speakers of their mother tongue are on hand), they may choose to use their mother tongue to express or explore more complex concepts. There will be numerous errors as they test hypotheses, but these will not necessarily impede meaning. They will be becoming increasingly aware of tenses and the use of prepositions, but will over-generalise. Cross-curricular vocabulary will be developing and an awareness of subject-related vocabulary (e.g. that used in science and mathematics).

In reading and writing, they will be developing their understanding of a range of genres and demonstrating their understanding of the different purposes of these (e.g. narratives, procedures, reports and descriptions). They will increasingly be able to identify the discriminating features and structures of texts in different genres, e.g. the requirements of instructions, descriptions, etc. They will increasingly be able to understand and use prepositional phrases to do with time and location and will be developing word groups. They will also be developing awareness of the features of visual representations (e.g. the use of colours in a diagram to denote different categories). In writing, although developing an understanding of text structure, they will still need considerable support through modelling, joint construction of texts, and provision of vocabulary and also additional time. Nonetheless, errors often related to learners' development in spoken English (e.g. tense, subject/verb agreement, use of pronouns, etc.) will sometimes lead to a breakdown in meaning.



Key Stage 1

Consolidating language use and extending literacy skills

Level 5

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can comprehend the main points and much detail in learning activities on familiar topics</li> <li>• Can comprehend the gist of new topic-specific language, but will require time for processing and will miss specific details, especially in complex structures (e.g. expressing degrees of certainty/uncertainty, problem/solution, comparison/contrast)</li> <li>• Can sustain participation in interactions, expressing familiar or known ideas and opinions</li> <li>• Can participate in activities on familiar topics, but may struggle with the language associated with complex ideas</li> <li>• Can speak with greater fluency and use a range of connectives (<i>and, but, then</i>) and a small range of comparatives (<i>bigger, biggest, slower, slowest</i>) with confidence</li> <li>• Will be consolidating their language use in an increasing range of contexts as appropriate to their age, but will be limited in understanding and expressing complex ideas in English due to lack of appropriate vocabulary (although this will be expanding)</li> <li>• Will be less dependent on additional support from an interlocutor, particular in familiar topics, needing less repetition or reformulation</li> <li>• Will have some difficulty following or participating in interaction at native-speaker speed, especially on unfamiliar topics and may wish to explore more complex ideas in mother tongue where other speakers of their mother tongue are on hand</li> <li>• May experience lapses in comprehension due to gaps in vocabulary, or overload of new vocabulary, or lack of understanding of concepts due to previous lapses in comprehension</li> <li>• May lose concentration if the topic and language are unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>• Can comprehend literal meanings, but will have difficulty making inferences</li> <li>• Can retell simple narratives with little prompting</li> <li>• Will be becoming active and confident readers in English in a range of genres on familiar topics</li> <li>• Will be able to read everyday texts in a range of genres appropriate to their age on familiar topics when the language is not complex and there are contextual clues</li> <li>• Will have difficulty with comprehension in more complex narrative and information texts on unfamiliar topics (i.e. containing predominantly new language expressions and concepts) and will need contextual support, additional time for processing and opportunities to revisit new language and concepts, and to make links to concepts understood in their mother tongue</li> <li>• Will be beginning to make evaluative comments, but are likely to need additional support</li> <li>• Will be demonstrating understanding that some familiar words can carry different meanings</li> <li>• Will have difficulty with texts containing unfamiliar cultural references and content</li> <li>• May lack comprehension in longer texts due to lack of understanding of cohesive devices (e.g. <i>because, so</i>) and of pronouns referencing earlier text</li> </ul>	<ul style="list-style-type: none"> <li>• Can write with some fluency texts of limited length and on familiar topics when the text is of a familiar type (e.g. descriptions, narratives)</li> <li>• Will be developing control over their writing</li> <li>• Will continue to need support (e.g. provision of vocabulary, modelling, joint construction of texts and additional time)</li> <li>• Will be using some conjunctions and referencing pronouns with increasing accuracy in short texts</li> <li>• Will be demonstrating understanding of basic punctuation (full stops and question marks)</li> <li>• Will be demonstrating control of primary tenses, but will use secondary tenses inconsistently</li> <li>• Will be using a greater range of both everyday and simple technical vocabulary</li> <li>• Will be spelling familiar words with greater accuracy: less familiar words may be approximations based on pronunciation or patterned on other known vocabulary</li> <li>• Will be writing with increasing accuracy and legibility, errors in hand-writing, spelling, omission of articles and use of tenses will not generally impede overall meaning</li> </ul>

**Key Stage 1****Consolidating language use and extending literacy skills****Level 5**

Learners at this level will be demonstrating increasing control over their use of language and of written text (both their own and others') and will be experimenting with language with greater confidence in a supportive environment. They will be consolidating language learned previously and will need less scaffolding when handling familiar topics. However, support will be required to understand and express complex ideas and to develop "depth" in comprehension and expression of ideas, particularly in relation to the use of cohesive devices, complex sentence structure, and inferencing and evaluative skills. Additional time for processing, revisiting language and concepts, and opportunities to make links to concepts understood in their mother tongue will be needed, particularly as lack of comprehension at this stage will potentially lead to further lapses in comprehension and a lack of grasp of concepts.

Key Stage 1

Becoming competent users of English

Level 6

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can use English competently in most social contexts</li> <li>• Can comprehend and participate easily in most classroom activities appropriate to their age</li> <li>• Can understand extended teacher talk, even at native-speaker speed: lapses may occur, but will not impede overall comprehension</li> <li>• Can follow and participate in more extended interactions in group work and whole class discussion, expressing their own ideas with little additional support</li> <li>• Can express more complex ideas on familiar topics and on new curriculum topics, provided the content is clear</li> <li>• Can follow changes in topic</li> <li>• Can use approximations using known vocabulary to fill gaps</li> <li>• Can use a range of reference items accurately most of the time</li> <li>• Will have a well-developed social vocabulary and will have a bank of specialist technical vocabulary relating to specific subjects, although gaps will be evident</li> <li>• Will increasingly be able to understand colloquialisms and idioms in common use in the classroom</li> <li>• Will be developing understanding of more complex structures (certainty/uncertainty, problem/solution, comparison/contrast)</li> <li>• Will be using more complex structures (e.g. time phrases, modal verbs and conjunctions) and will be beginning to develop control of secondary tenses</li> <li>• Will be using an increasing range of evaluative language to express feelings and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Can comprehend most texts at a literal level and will be developing the ability to draw inferences</li> <li>• Can comment on and discuss texts they have read in greater depth</li> <li>• Can understand and read independently a greater range of concept-dense texts (e.g. factual texts)</li> <li>• Will be becoming competent readers in English, but will still require more time than their English mother tongue speaking peers to process information, gain meaning from texts and internalise the content</li> </ul>	<ul style="list-style-type: none"> <li>• Can write most texts at the level expected for their age, e.g. narratives, instructions, etc.</li> <li>• Can write longer texts as fluency and speed of writing increase</li> <li>• Will be becoming competent writers in English, but will still require more time than their native-speaker peers to write, and to process thoughts and concepts prior to and during writing</li> <li>• Will be writing legibly, forming letters accurately and of uniform size</li> <li>• Will be spelling with greater accuracy most familiar words and will tend to attempt to spell unfamiliar words drawing on visual patterns (and not on pronunciation)</li> <li>• Will be developing increasing control of structure (e.g. tenses) and using an increasing range of vocabulary</li> <li>• Will continue to use some features (e.g. articles) inconsistently</li> </ul>

**Key Stage 1**

**Becoming competent users of English**

**Level 6**

Learners at this level are becoming competent users of English. They will still need additional time for reading and writing, particularly as concepts and the skills required become increasingly complex (e.g. drawing inferences in reading). Their increasing proficiency and their ability to use known language to cover gaps may disguise gaps in comprehension of concepts or in language. In reading, differences in cultural understandings and experiences may lead to difficulties in culture-bound texts which are outside their experience. Similarly, in oral communication, breakdowns in meaning with English mother tongue peers and adults may occur due to a mismatch in cultural understanding.

Key Stage 1

Competent users of English

Level 7

Understanding and Use of Spoken Language	Reading	Writing
<ul style="list-style-type: none"> <li>• Can use English competently in all social and learning activities as appropriate to their age</li> <li>• Can easily comprehend all spoken interaction normally encountered at this age, but may have occasional gaps where there is no equivalent in their mother tongue</li> <li>• Can comprehend most idioms and cultural references, although some may not be familiar (e.g. nursery rhymes, fairy tales), particularly if they entered school at a later stage</li> <li>• Can explain when they do not know a term</li> <li>• Will be using appropriate intonation, stress and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Can comprehend all texts relevant to their age</li> <li>• Can comprehend most texts within the same time as their native-speaker peers</li> <li>• Will be competent readers in English, as appropriate to their age</li> <li>• Will need the same support as their native-speaker peers in comprehending and exploiting new learning texts</li> <li>• May continue to have difficulty with culturally-laden language (metaphors, idioms, subtle humour) and the language of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Will be competent writers in English as appropriate to their age</li> <li>• Will be able to write texts in a range of genres, for different purposes and audiences and in different subject areas</li> <li>• Will sometimes need support with texts which are outside their range of experience or different from their experience and/or community-based cultural norms (e.g. customs, humour)</li> <li>• May continue to wish to express themselves in their mother tongue if able to do so</li> </ul>

At this level, learners are competent users of English. They will continue to need support in understanding and constructing texts where there are cultural differences. Where they have a strong home background in their mother tongue, they will continue to benefit from using their mother tongue with peers and adults both at home and at school (particularly where other speakers of their mother tongue are on hand).