



Europa School UK Stream Language Policy

Version and Date	Action/Notes
V1 June 2021	Draft Whole School Stream Language Policy
Review Date: 02/2022	Annual updates during MYP implementation phase

Europa School Vision Statement

The vision for language learning at Europa School is that pupils who graduate should be fluent and literate in one of the three stream languages, with a strong third language (L3) being studied until 16. This will fully prepare them for a future in which language skills and a global perspective will enhance job prospects and enable a richer cultural life. Underpinning this vision is our passionate belief in the educational and economic benefits of multilingual, multicultural education. We also desire to respond to the growing demand for a school of this kind from many families living and working in the area.

Stream languages at Europa School are French, German and Spanish which are organised in separate class groups throughout the school. English is of course the common language across all groups, but it is not necessarily the only language spoken in interactions between staff and pupils in everyday communications across the school campus.

English is the language of teaching for 50% of the week in the Primary School, with the other 50% being taught through the Stream Language. In the Secondary, English is the dominant language of teaching in Mathematics and the Sciences but teaching in Stream language accounts for between 25%-30% of the taught curriculum.

The stream language is reinforced by teaching other subjects through the stream language across the school.

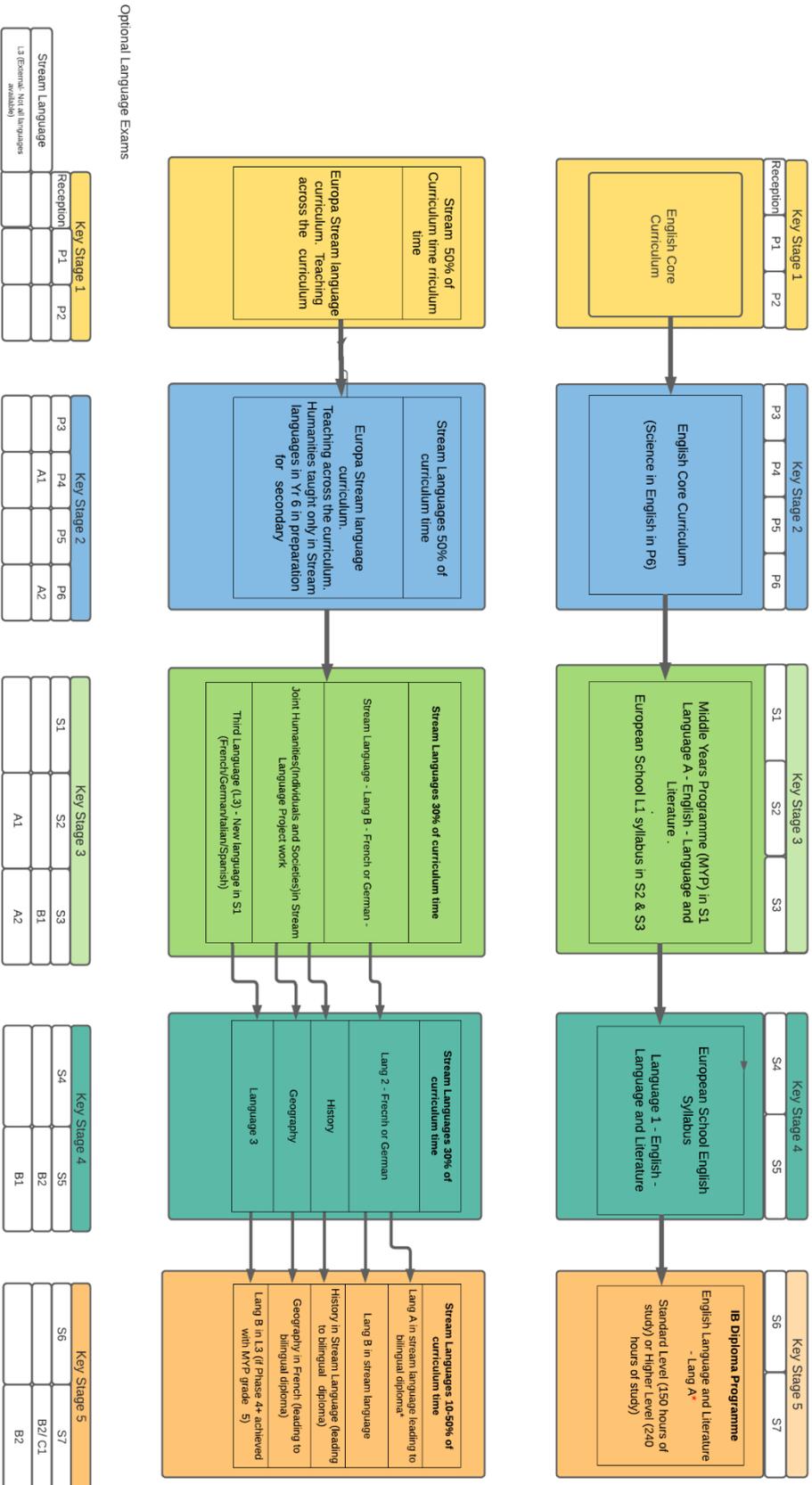
The stream languages are also taught as L3 languages (second foreign language) from Secondary 1 (S1). Italian is also a L3 language option. Latin is an additional option language from S2 to S5.

In S6 & S7 the school offers a range of language courses for the IB Diploma Programme which allow for the progression in language competences from language acquisition courses to Language A (native level) level including school-supported self-taught language courses.

The English Language Policy is presented in a separate document.

Language Learning and Assessment Strategy at Europa School UK 2021-22

Europa Learning & Language Assessment Strategy



Stream Language Strategy in the Primary School

The learning of language at the Europa School is essentially through its use. The acquisition of additional languages is pursued in much the same way as the acquisition of a first language. This is best introduced as soon as possible, and our bilingual approach is adopted from the Reception class. This does not exclude the possibility of new additional language learners entering the school at later stages, although reaching the level required to access the curriculum efficiently becomes increasingly challenging as the pupil gets older and will usually require a substantial commitment on the part of the child and their family.

Throughout Primary the curriculum is split equally between the two languages of the class. This means that all primary children have one half of the week being taught in English and the other half of the week being taught in their stream language (French, German or Spanish). In keeping with our immersion approach, teachers and assistants speak the language of the day, only resorting to a language the pupil may understand better in case of urgent communication. Initially communication is heavily assisted by visual support and gestures, and simple phrases are used by the teacher in a repetitive manner to establish some early means of communication. Strong speakers of the language are encouraged to work with novices and pupils are encouraged to speak the language of the day in class.

The development of two languages at the same time could delay some attainment milestones at first, but with the transferrable skills development this is not a long term problem. We have observed indeed that our pupils make very good progress later on in primary, and in secondary.

The language abilities of children are diverse, as we have multiple different linguistic situations in the classes. Indeed, the home language in some cases is none of the languages we have in school. Nearly half our intake do not have English as their first language, and around 70% of those taking French, German or Spanish do not have those as first languages. It follows that typical school actions for EAL must be extended and reinforced for French, German and Spanish through the Common European Framework of Reference.

Where language acquisition is significantly inhibiting access to the curriculum from Year 1 onwards, we will endeavour to use small group support to advance language skills.

The programmes should be applied with differentiation. Our objective is to achieve a CEFR (Common European Framework of Reference) B2/C1 level equivalence in both languages at the end of the secondary, but for most pupils this will be a gradual process.

Because of the wide spectrum of languages among our community, we celebrate languages other than English, French, German or Spanish when the occasion arises, e.g., International Day of Languages.

Most staff are bi- or multi-lingual. We model the behaviour and attitudes we wish to encourage in the pupils.

The Primary School has, and will continue to develop, a wide range of stream language resources and textbooks. Our classrooms have a range of appropriate reading material, supplemented by additional stream language books in the multilingual primary library.

In the long term, much research has shown that learning through more than one language is highly beneficial across the curriculum. Europa School UK is proud to foster it in providing multicultural, multilingual European education.

Common approach throughout the Language Streams

Three principal approaches are used throughout the three Language Streams:

1. Europa Language Stream Syllabuses, which are based on the different countries or language areas curricula.
2. Common European Framework of Reference (CEFR), in partnership with the Goethe Institute (PASCH-Schulen), LabelFrancEducation, and the Instituto Cervantes.
3. Topic-centred CLIL (Content and Language Integrated Learning) approach - the teaching of language through Sciences, History, Geography, PHSE, etc. We also use Maths books and resources from different countries, in compliance with our Maths Mastery approach.

Europa Language Stream Syllabuses give our teachers a strong basis to teach the languages in their different aspects, grammatical and literary. They also develop close links with the original linguistic cultural areas. These syllabuses are precious to our ambitious bilingual setting, and to feed our native students. See Annex 2.

Common European Framework of Reference CEFR: our numerous non-speaker students need some specific support that the CEFR permits as it provides a common basis for the explicit description of objectives, content and methods in the second language education.

Our different partnerships will support us in the A1 and A2 Prim examination organization in Primary, in oral, written expression and comprehension.

The B1 examination requires another level of maturity and is therefore offered in Secondary. Link to the CEFR in Annex 1.

The Topic-centred approach is a key feature in our language learning provision. It is what makes our bilingual and semi-immersive strategy work. Language teachers divide each of the subject areas equally with their English counterparts. Students learn each subject through both languages, constantly developing knowledge of the subject and of the stream language and vocabulary. This approach, which is fundamentally flexible, naturally compliments and supports the teaching of each national syllabus, thus allowing us to meet our specific teaching requirements. The topic-centred approach offers enrichment which is highly beneficial to language acquisition. See Annex 1.

Emphasis per Key-Stage

Early-Years and KS1
Semi-immersion system in action
Big emphasis on oral - songs, rhymes, books, stories, conversation
Phrasing of a sentence, idioms, etc.
Learning through play
Initiation to the everyday life vocabulary (linked to A1 European framework)
Language stream phonics teaching is delayed compared to English to not confuse children. Phonological games and exercises, books and schemes (see Annex 1)
Effective learning reading starts during Y1 Spring Term, with quick learning to read outcomes children are keen to reinvest what they learned in English.
Reading aloud.
In Y2, introduction to simple grammatical rules and spelling.
Introduction to national culture, traditions and children's literature.
Topics and themes centred sessions, development of vocabulary, words the most used.
Phonics schemes used in the three languages in Annex 1.
KS2
Development and deepening of the end of KS1 introductions.
Europa Language Stream Syllabuses, with focus and high expectation on reading, writing, grammar, spelling and literacy.
CEFR resources will be used as a complimentary approach to consolidate and develop helpful vocabulary and idioms, to support children not comfortable enough with the stream language such as beginners or for situation of lack of involvement, etc
Oral and written expression and comprehension: in partnership with the Goethe Institute (PASCH-Schulen), LabelFrancEducation, and the Instituto Cervantes, preparation, training and organization of the levels A1 and A2 Prim exams.
Topics centred approach for Discovery of the World, Art, PE, PHSE, and other subjects and projects in the class - in Y6, History and Geography are taught in Stream Language (Science in English). Use of appropriate vocabulary, development of all the skills children need to enhance in the class.
Maths: National books and resources, in compliance with our Maths Mastery approach as well as cross language planning to reinforce mathematic concepts in both languages

Teachers and Teaching-Assistant's requirement

Native speaker level teachers need to have a good knowledge of the national syllabus.

Training on the CEFR for a sufficient number of teachers in both KS, to help them to adapt to the exam A1 and A2 expectations and being proficient in the second language teaching.

Training and sharing practice at Inset days is often focused on the Topics centred approach.

Common inset days secondary and primary, to develop mutual knowledge and objective.

Training for language and class TAs to support children's beginners or non-confident.

Use of internships and volunteers to support children in stream languages.

Language Competences Measurement

Throughout their schooling in Primary, children will be assessed in the three Stream Languages with a harmonised approach and on the same time-line.

Early-Years and Key Stage 1: children are measured against the *Language Proficiency descriptors* in oral, with 5 levels 1, 2, 3, 4 and 5 – see Annex 3

Key Stage 2: pupils are internally measured with reference to the Key Stage 2 Stream Language Levels - see Annex 4

They are also assessed in the bi-annual reports by their teachers on their academic competences according to the curricula taught in the class (4 levels)

Primary-Secondary School Transition

Stream Language attainment at the end of P6 will be used to aid planning for differentiation in Stream Language teaching in the Secondary School. New entrants to the Secondary School are assessed to enable differentiation and support strategies to be developed.

Students with a very basic/debutant level of stream language will additionally attend lessons in L3 in the stream language to support their language learning as well as building confidence.

New Students with no/little prior stream language

In KS1, new students joining the school (including reception classes) will have supported immersion in class. It is recognised that they will have a period when they are picking up key phrases and learning from their peers. Their needs will be managed within the classroom by the teacher and TA.

One of the main benefits of learning a second language at an early age is that children learn **languages faster and easier**. They have more time to learn, less to learn, fewer inhibitions, and a brain designed for language learning.

In KS2, children are joining classes where their new peers have developed a high level of competence. The support strategies still include immersion but also targeted individual or group learning support.

Teachers are using various resources to teach and support these students, selected from CEFR materials, and from schemes developed in each country for additional languages. A primary coordinator is in charge to support teachers from the different streams in this area.

The teachers work when possible with TAs, volunteers and teacher-students in internship to support these students, regrouping them according to their needs. They can sometimes work with colleagues from lower year groups, for their beginners to attend some key lessons in other classes, such as phonic or phonology ones.

They manage to involve the parents, as their support is a key asset for the student integration.

From 2021 the Primary school has appointed a coordinator to support the provision for new students with no/little stream language so that good practice can be shared and resources can be pooled.

The admission process of a students with little or no stream language competence into KS2 and secondary will involve an interview with the parents and the school management to ensure that parents understand the challenge that their children will experience in adapting to the school's bilingual model and to ensure that home support will be in place as well as expectations for in school support clarified. This will allow the parents to make informed choices about whether to accept the place.

SEN

There is no reason why a child with special needs cannot master another language however in some circumstances this can put added stress on a child when they need to focus on being supported in the dominant language.

Home support

The extra demands of language learning across the school requires home support to encourage children to have some extra opportunities for language learning outside of school. At our open days and individual admissions meeting with parents this parental involvement in developing language skills is emphasised. There are many inexpensive ways of supporting children with their language learning including parents taking online courses (Duolingo for instance) or watching TV/DVDs with their children in the stream language or arranging trips or opportunities to meet other Europa families with fluency in the stream language.

Stream Language Strategy in the Secondary School

Note on terminology:

- 1) "Stream Language" (SL) replaces the previously used terms: "L2/Language 2" in the Europa School cohorts from S1 to S5.
- 2) In S6 and S7 Language A refers to native speaker level studies and Language B refers to the second language. (In the IB Diploma Programme at Europa School students may take English and/or their Stream Language as a Language A. Otherwise, the Stream Language may be taken as a Language B.) See below for further details.
- 3) L3 or Language 3 refers to an additional foreign language that is studied from Secondary 1. It is studied as a second language acquisition course alongside stream language studies.

The Secondary School S1-S5 is entering a transitional phase as the school moves from its European school accredited status to a IB school running the IB Middle years programme (MYP).

In 2021-22 the MYP will start in S1 and students will study the stream language as a Language acquisition subject. They will also study the Individual and Societies curriculum in their stream language as well as engaging in project work led through the stream language. Consequently, in S1 students will have 10 immersion lessons in their stream language.

S2-S5 cohorts will study the stream language using the European School's syllabuses in a transitional arrangement with the European Schools Board of Governors until the MYP is running in all year groups in 2023-24. They will study Human Sciences in S2 & S3 and History and Geography in their stream language in S4 & S5.

The requirement for all students to study a Humanities subject in their stream language ensures a deep academic and empathetic engagement with our multicultural approach which was strongly developed in Primary. Our pupils are confident in their own roots and confident to broaden their horizons. Across all year groups students are encouraged to develop their language skills by a varied offer of extra curriculum enrichment (including virtual experiences since the start of the Covid-19 pandemic):

- S4 language exchange to the country of the student's stream or L3 language
- Language drama workshops
- Cultural visits
- Language competitions
- Master classes
- Theatre and Museum visits
- Celebrating International Languages Day
- Provision of language resources and a multilingual library
- Provision of good quality digital resources for language learning
- Links with other IB/ European Schools

From September 2020, S6 (and from 2021, S7) the IB Diploma Programme is offered as the school's end qualification. Students must take at least two languages from the Language A and Language B courses, with the option to take three languages overall including two at Language A (native speaker) level.

The approach to teaching the Stream Languages

- Stream Language lessons are pitched at a challenge level higher than the expected L2 level in a European School but not at a L1 level. This takes into account the enhanced language learning in the Europa Primary School. This accords well with the school's mission in terms of advanced language acquisition and learning.
- The stream languages are taught using Language acquisition syllabuses in S1-S5. The language continuum model of the MYP and ES syllabuses should provide sufficient challenge and support for all learners and allow near native or native speakers to develop advanced language competences.
- It is expected that many S6 students who attended Europa School throughout S1-S5 will choose to continue their stream language studies to IB Language B Higher Level, if not as a Language A.
- Lessons are differentiated for a range of language levels. For example, in project work students may be grouped by ability in the stream language to encourage peer working and collaboration.
- The Stream language will be used at all times in lessons except in provision for new or recently arrived students who cannot access the modern language or humanities curriculum otherwise. The management of this practice will require training of staff so that repeating instructions in English does not become an expectation for the class.
- Levelled reading books (full and abridged versions of the same book) are provided to allow for appropriate development of understanding of literary texts.
- We will continue to build up a set of levelled textbooks/grammar practice books to provide differentiation.
- We will provide enrichment activities to address culture development and use of language.
- Assessment in the Stream Language will be according to the syllabuses followed in the different Key stages. For S6 and S7, this will be evaluated through the IB Diploma Assessment Criteria (Language A and Language B). From 2021-22, S1 will be assessed within the IB Middle Years' Programme assessment framework, whilst S2-S5 will continue to be assessed in line with European Schools' assessment criteria during a curriculum transition period. Please see the secondary assessment policy.
- Students will also be strongly encouraged to enter for optional additional certificates in the Stream Languages (Goethe Institut, LabelFrancEducation, Cervantes Institute) at an appropriate level (see schematic page 2). There is a fee chargeable to parents for these certificates.

Language Support in the Secondary School

Students who are new to Europa School in the lower secondary years have Stream Language support lessons on Wednesday afternoons. Additional support is strongly advised at home. Attendance at Human Science lessons in the Stream Language is required although there is no graded assessment of work for the first year. Some students may be advised to not take up a third language in S1 but take the L3 course in their stream language to support their debutant level and boost confidence. The Secondary Language Lab in room 127 is a welcoming environment for independent and supported study. Students are encouraged to use the online and physical resources and to seek support from the specialist language TAs during lunchtimes and free periods.

Some students will need more language learning support to allow them to keep up with the demands of language learning. Some of these students may have specific learning needs or a

SEN status. Language support will be offered to identified students on a Wednesday afternoon and the students will be encouraged to use the language support Lab on a weekly basis.

Extension and challenge will be developed for Stream Language bilingual students, particularly through differentiation within the MYP Project and cross-curricular activities.

Library resources

The school library stocks an extensive range of books in languages other than English. Some lower secondary classes take place in the library and students also have access to the internet in the libraries. Students are encouraged to have a stream language reading book and access language online educational sites and to do further research.

Progression in Stream language development

S1- S5 Middle Years Programme and ES Legacy Syllabuses

As the school progressively adopts the MYP over the next three years alongside its Diploma programme, the MYP language acquisition guide will be used to guide the development of language learning in the secondary school.

Table 1 shows possible IB continuum pathways from MYP through to Diploma studies in language and shows the mapping of the Emergent, Capable and proficient competency levels to the six phases of the MYP programme. In 2021-22 S1 will be part of the MYP programme.

Start of MYP 1	MYP	DP		
Europa School's bilingual Primary mean that that majority of our students should transition to secondary with a high emergent/capable level of language competences.	Emergent	Phase 1	Ab initio	
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	New students with no prior stream language will be emergent learners at Phase 1. They will take the additional acquisition language course at phase 1 level but will be expected to join the main class in MYP2.	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL
			Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

The MYP language acquisition guide is available on the school website with the following link:

The following range of MYP courses will be offered.

Language Acquisition German - offered as the stream language and language 3

Language Acquisition French – offered as the stream language and Language3

Language Acquisition Spanish – this is currently offered as Language 3 but in 2022 will be offered as a stream language as the top Spanish stream class enters S1.

Language Acquisition Italian – offered as Language 3

In the MYP, the language acquisition learning objectives correspond to assessment criteria (listening, speaking, reading and writing). Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

There are separate assessment criteria for emergent, capable and proficient levels of MYP language acquisition.

(extract adapted from MYP language acquisition guide)

The ES Language 2 courses will continue to be studied in 2021-24 in S2-S5 and the relevant guides can be found via the following link

<https://www.eursec.eu/en/European-Schools/studies/studies-organisation>

A brief summary of the learning aims is given below.

S1 to S3

The three years from S1 to S3 are spent consolidating skills acquired in Primary, such as understanding and application of grammar, and developing the maturity of writing, reading and oral skills. In terms of **writing**, students write in a variety of forms, develop their vocabulary and understanding of registers and learn to write increasingly long and complex texts. **Reading** involves exposure to a variety of literary and non-literary texts of increasing complexity and students are taught to move from retrieval of information to higher comprehension skills, such as inference, deduction, analysis and evaluation. In **spoken** interactions, students are encouraged to consider different audiences and purposes and use informal and formal registers

S4 and S5

In S4 and S5, students become increasingly independent users of the language. Students read increasingly challenging fiction and non-fiction texts, write in a wider variety of forms using different registers and speak in a variety of contexts.

S6 & S7 IB Diploma Programme

Europa School has the following language offer in its IB Diploma Programme. The relevant IB guide is accessible via the given links

Group 1: Language and Literature

- 1) **Language and Literature** courses are offered at Standard and Higher Level in English, French and from 2021, German (with 3 periods for the Standard Level and 2 further periods for Higher). <https://resources.ibo.org/dp/subject/Language-A-language-and-literature-2021/>
- 2) **Literature** (School-Supported Self-Taught course) at Standard Level - available in a wide range of languages, for students who have a strong mother tongue and enjoy literature in their native language. Currently there are students taking German, Italian and Swedish, with Danish, Polish and Spanish being considered from 2021. The SSST course is generally taken as an additional, 7th subject and relies on collaboration with the parents.
<https://resources.ibo.org/dp/subject/Language-A-literature-school-supported-self-taught-2021/>

Group 2: Language Acquisition

The following range of courses are offered.

English (Standard Level) - from 2021 This course will be offered for students whose English level is at an intermediate level and plan to study abroad at higher education level.

French (Standard /Higher Level courses)

German (Standard/Higher Level courses)

Italian (Standard/Higher Level courses) – available from 2021.

Spanish (Standard/Higher level course)

The Spanish and Italian courses are accessed from L3 language acquisition courses

<https://resources.ibo.org/dp/subject-group/Language-B-first-assessment-2020/resource/11162-46910/>

Group 3 Humanities

To achieve a Bi-lingual Diploma, students are able to take History or Geography courses in French (at Standard and Higher Level).

Group 4 Sciences

A bilingual diploma will also be awarded if the student takes Language A French or German or a SSST Literature course, considering that their Science subject will be taken in English.

Please see subject briefs from IB

https://ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp_briefs

Annex 1

1- Common European Framework of Reference (CFER)

<https://www.coe.int/en/web/common-european-framework-reference-languages/home>

2- Topic-centred approach

Partially inspired from the **Content and Language Integrated Learning** scheme.

<https://www.teachingenglish.org.uk/article/content-language-integrated-learning>

3- Phonics schemes (KS1)

French: **Patati-Patata**, German: **Silbenmethode**, Spanish: **CLAN Inicial**

Annex 2.

Europa Language Stream Syllabuses

The different syllabuses writing/review for each language are still work in progress, they will be published during the Summer term.

Here are below per level our **Stream Language common goals**, respecting a common pace in the three languages.

Reception

The daily routine helps children to learn and understand simple words and short phrases to greet others, to express their needs and everyday expressions.

Children start to build basic vocabulary focusing on different topics. They learn new vocabulary through songs, stories, poems and games. They learn the language in play.

Traditional tales and children's literature.

Year 1

Children review vocabulary from the previous year and start to expand words for each topic through songs, stories, poems and games.

They begin to build simple sentences aiming to achieve fluency in conversation.

Children slowly work toward reading in the Stream Language. They commence to learn the sounds of the letters. They match the sound with the letter using their knowledge of decoding adquired in English, besides they break the words focusing on syllables.

They learn to use cursive writing to write words.

Traditional tales and children's literature.

Furthermore, children start to differentiate between feminine and masculine nouns.

Year 2

Children attain a certain degree of communicative competence in the Stream language, and continue with the development of the 4 linguistic skills: listening, speaking, reading and writing. Students should be able to talk about routines, ask questions and permission, describe objects, animals, places, etc. Students in year 2 continue with their development of the reading skills and should be able to understand simple texts and respond to questions to show comprehension. They start in year 2 with a controlled and guided writing heading towards the end of the year with more free productions.

They start to be initiated to basic grammar rules they will develop throughout KS2

Traditional tales and children's literature.

Year 3

- To communicate their needs, feelings and ideas.
- To identify present/past tense and start to conjugate them properly.
- To analyse the use of the verb to be and to have, differences, structure and use.
- To have a clear and understandable pronunciation and intonation according to their age.
- To be able to identify and analyse the concordance between nouns and adjectives.
- To identify basic facts, messages and ideas from a simple text.
- To be able to listen and keep a simple conversation.
- Children's literature.

Year 4

To communicate specific information about themselves and to discuss the cross- curricular topics learned in the lessons.

To understand the main information in familiar oral texts.

To understand the main information in familiar fiction and non-fiction texts.

To identify the main features in non-fiction texts.

To write basic texts for different purposes applying the lexicon, the structure and the grammar learned in the lessons.

To identify the main types of words: nouns, adjectives, and verbs.

To apply the spellings and punctuation rules learned: capital letters, commas, full stops, diagraphs, consonant clusters, and article contractions.

To start learning the conjugation of basic Irregular verbs in Present Tense and to conjugate Regular verbs in Present, Past and Future Tense.

Children's literature.

Year 5 - Year 6

The general objectives of Year 5 is to know and use the Stream language appropriately in writing, reading, speaking and listening.

We differentiate it into several programs that are: spelling, focusing on the use of accents and graphemes. Vocabulary emphasizing the meaning of words such as primitive words, homophones, etc.

Focus on the spelling, dictation.

Grammar and punctuation we go back to review what they have learned in previous years and finally learn conjugations of irregular and regular verbs with more extension, and more challenging grammar rules.

Long writing, creative and formal writing.

Poetry, presentation, reports, communication.

Classic masterpiece and children's literature.

Annex 3

Key Stage 1 Language proficiency

Europa school has established simplified language attainment descriptors for Early Years and KS1. The aim of the new document is to assess each individual student at the end of each year and pass this information to the new teacher. The new levels are much more suited to our younger children and our ever changing intake ratio of L1 and L2 students. Lessons can therefore be differentiated, and support put in place right from the beginning.

For Early Years as well as Year 1 the literacy expectations need to be age appropriate. i.e reading and writing occurs naturally later.

Code	Description
1	New to French, German or Spanish (L2) May use a first language for learning and other purposes. May remain completely silent in the classroom. Maybe copying/repeating some words or phrases. May understand some everyday expressions in L2 but may have minimal or no literacy in L2. Needs a considerable amount of L2 support.
2	Early acquisition May follow day to day social communication in L2 and participate in learning activities with support. Beginning to use spoken L2 for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of L2 support to access the curriculum.
3	Developing competence May participate in learning activities with increasing independence. Able to express self orally in L2, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written L2. Requires ongoing L2 support to access the curriculum fully.
4	Competent Oral L2 will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts (year 2 only). Written L2 may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional L2 support to access complex curriculum material and tasks
5	Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without L2 support across the curriculum.

N	Not yet assessed
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Key Stage 2 Stream Language Levels

	Level 1	Level 2	Level 3	Level 4	Level 5
Listening Understanding	I can recognise very familiar words, and few very short and basic phrases concerning myself, my family, the class and immediate concrete surroundings, when people speak intentionally very slowly and clearly.	I can recognise familiar words and basic phrases concerning myself, my family, the school and immediate concrete surroundings when people speak slowly and clearly.	I can understand simple phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. simple personal and family information, school, shopping, local area,). I can catch the main point in short and clear messages and announcements	I can understand phrases and high frequency vocabulary related to areas of immediate personal relevance. I can generally understand clear, standard speech on familiar matters, and catch the main points in clear messages and announcements.	I start understanding main points of clear standard speech on familiar matters regularly encountered in school, leisure, friendship, etc. I can understand conversations, and the main point of a radio or TV programmes on different topics when the delivery is clear.
Reading	I can understand a few very familiar words, and very short texts constituted by sentences, a single phrase at a time, which could contain very familiar expressions	I can understand some various familiar names, words and simple sentences, on notices, posters, or in catalogues; picking up familiar names, words and basic phrases and rereading as required.	I can read short, simple texts. I can find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables. I can understand short and simple personal letters	I can read and understand various texts that consist mainly of high frequency language. I can find specific information in simple everyday or school related material, and I	I can read straightforward factual texts on subjects related to my field and interest with a satisfactory level of comprehension. I can understand some description of events,

				can understand simple personal letters	feelings and wishes in personal letters.
Spoken Interaction	I can interact in a very simple way, with the full support of the other person, who will repeat or rephrase things at a slow rate of speech	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech, and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can communicate in simple tasks requiring simple exchanges of information on familiar matters, to do with school and free time. I can handle short social exchanges but is rarely able to understand enough to keep conversation going of my own accord.	I can enter into some conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, school, travel and current events). I can deal with some situations likely to arise whilst travelling in an area where the language is spoken.
Spoken Production	I can use words or very simple phrases concerning myself and immediate concrete surroundings	I can use simple phrases and sentences to describe where I live, the class and people I know.	I can start using a short series of phrases and sentences to describe in simple terms my family and other people, living conditions, my familiar and educational environment.	I can use a series of phrases and sentences to describe my family and other people, living conditions, my familiar and educational environment. I can start to describe	I can connect phrases in order to describe experiences and events, my dreams, hopes and ambitions. I can start to give reasons and explanations for opinions and plans.

				experiences and events.	I can narrate a story or relate the plot of a book or film and describe my reactions.
Writing	<p>I can write a very short and simple text.</p> <p>I can copy words and short texts, and recognise different forms of spelling.</p>	<p>I can write a short, simple message, as example</p> <p>holiday greetings postcard. I can write simple phrases and sentences about myself and imaginary people, where they live and what they do.</p>	<p>I can write short, simple notes and messages relating to matters in areas of immediate needs.</p> <p>I can write about everyday aspects of my environment,</p> <p>e.g. people, places, school in linked sentences.</p>	<p>I can write notes and messages relating to matters in areas of immediate needs. Can write short, basic descriptions of events, past activities and personal experiences. Can write short, simple imaginary biographies and simple poems about people</p> <p>I can write simple personal letter, for various aims.</p>	<p>I can write connected text on different topics, which could be familiar or of personal interest. I can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write a description of an event, real or imagined.</p> <p>I can narrate a short story and write letters describing experiences and impressions.</p>

