

Attainment Targets and Level Descriptions for English

English has three attainment targets which relate directly to the sections of the programmes of study.

- Talking and Listening;
- Reading;
- Writing.

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KEY STAGE

Level Descriptions
ENGLISH

TALKING AND LISTENING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

LEVEL 1

Pupils have something to say about matters of immediate and personal interest. In their talk they use a basic vocabulary and attempt to sequence words and ideas, conveying simple meaning adequately. They listen to what is being told or said to them by others and can usually respond appropriately.

LEVEL 2

Pupils engage in conversation and show a willingness to talk and to listen. In their response to others they use appropriate vocabulary to express their ideas and understanding. They show some awareness of the needs of the audience by beginning to organise their ideas and by beginning to vary their use of register according to situation and purpose. Their talk will also include some relevant detail.

LEVEL 3

Pupils listen with increasing concentration in a range of contexts. In discussion they make contributions and ask questions and show understanding of the main points. They begin to adapt what they say to the needs of the audience and to vary their use of register and detail. They structure and sequence their talk sufficiently to make their meaning clear.

LEVEL 4

Pupils talk with increasing confidence and listen attentively in a range of contexts. They develop ideas, describe events and show the beginnings of an ability to explain their views and opinions. They comment on their own and others' contributions. They express and structure their ideas, thoughts and feelings appropriately for their audience. In discussion, they explore, develop and communicate ideas with clarity. They are responsive to others' ideas and views.

READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

LEVEL 1

Pupils listen and respond to text with enjoyment and some understanding. Pupils show awareness that print and pictures carry meaning. They recognise letters, words and phrases, which have significance for them in a familiar text. Pupils recognise and name some of the letters of the alphabet. In all of these activities they will require support.

LEVEL 2

Pupils read both silently and aloud a range of simple texts with some independence and understanding. They make simple predictions. They use, with help, a range of strategies, such as *phonic, graphic, syntactic and contextual*, to identify unfamiliar words. They demonstrate some knowledge of the alphabet in using personal word books and simple dictionaries and use simple reference materials.

LEVEL 3

Pupils read aloud with some fluency from familiar material. They show some independence in using a range of strategies to identify unfamiliar words. They read silently and show understanding. In texts, they recognise some of the main points and can select some appropriate information to support what they say. In talking about texts they begin to use inference and deduction to explore and appreciate meaning. They use their knowledge of the alphabet to locate books and find information.

LEVEL 4

Pupils read, independently, a range of texts and talk about interests and preferences. They show understanding of significant ideas, themes, events and characters and begin to make use of an appropriate vocabulary when referring to texts. They recount narrative and attempt to reconstruct text. Pupils recognise and express explicit meaning and begin to be aware of some implicit meaning and attitudes when making inferences and deductions. They locate and use ideas and information.

WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. At each level the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

LEVEL 1

Under the guidance of the teacher, the pupils' writing conveys meaning through the use of pictures, symbols, words and phrases and some simple sentences. Pupils show some control over the size, shape and orientation of letters.

LEVEL 2

Pupils compose with help, in a limited range of forms in which separate ideas can be identified. In their writing they show a sense of simple structure and organisation, on occasion using complete sentences. Common and familiar words are spelt in a recognisable way or are phonetically plausible. There is evidence of the use of upper and lower case letters.

LEVEL 3

Pupils compose with some independence. Their writing is based on a range of experiences and uses a variety of forms. Writing shows a sense of structure appropriate to the chosen form and includes some supporting detail to make meaning clear to the reader. Their work is sometimes planned in collaboration with the teacher and/or their peers. Within the context of their writing, familiar and important words are spelt correctly and sentences are punctuated independently with basic accuracy. Handwriting is accurately formed and consistent in size.

LEVEL 4

Pupils compose independently. The ideas are often sustained and developed, making use of appropriate detail and vocabulary to enhance meaning. The writing demonstrates an ability to use appropriate form and style and shows an awareness of audience. The pupils are beginning to use correct sentence punctuation to make meaning clear. The writing begins to show an awareness of syntax. Most regularly used words are spelt accurately. Planning for revision and redrafting of writing is done with some independence. Handwriting is swift and legible.

TALKING AND LISTENING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

LEVEL 5

Pupils talk with confidence and listen in a range of contexts. Their talk holds the interest of the audience as they begin to vary appropriately their use of register. In discussion they pay close attention to what others say, ask questions to develop ideas and structure their contributions to take account of others' views. They begin to develop the ability to justify and sustain argument and opinions. They discuss their own and others' contributions.

LEVEL 6 (for comparison purposes only)

Pupils are beginning to adapt their talk to the demands of a range of different contexts and audiences with increasing confidence. Their talk engages the interest of the audience through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are beginning to demonstrate an ability to plan, organise and present opinions, information and ideas competently. Pupils show an awareness of their own and others' use of register in their talk and in how they react to each other.

READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

LEVEL 5

Pupils read a range of texts, talk and write about their interests and preferences, drawing on an increasing range of appropriate vocabulary. They recognise and express explicit and some implicit meanings and attitudes when making inferences and deductions. Pupils begin to talk about the perceived intentions of authors in texts and to give personal responses, supporting these with reference to the text. They retrieve and collate information from a range of sources.

LEVEL 6 (for comparison purposes only)

Pupils read a range of texts, talk or write about interests and preferences, drawing on an increasingly appropriate vocabulary. In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance. They give personal responses to texts, referring to aspects of language, structure, style and themes in justifying their views. They locate, evaluate and manage information effectively for research and presentation.

WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. At each level the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

LEVEL 5

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different audiences and using a more formal style, where appropriate. Vocabulary choices are imaginative and words are used precisely. Syntax and punctuation are used with increasing proficiency and more complex words are spelt correctly. The pupils are increasingly independent in planning, revising and redrafting to improve accuracy and enhance meaning. Handwriting is swift and legible.

LEVEL 6 (for comparison purposes only)

Pupils' writing often engages and interests the audience. Ideas are sustained, developed and show some originality. The use of vocabulary is varied and expressive. Language is used effectively across a range of forms, taking account of purpose, audience and task. Increasingly, syntax and punctuation are used to enhance meaning and most complex words are spelt correctly. Writing is logical and coherent, showing increasing confidence and competence. Independent planning, composing and revising of work improves accuracy, content and presentation. Handwriting is swift and legible.