

# Tudor Primary Case Study



**The creators of :**  
Learning Village  
www.learningvillage.net

**Main website :**  
www.axcultures.com

## Context

Tudor Primary is a school in Southall in West London. There are approximately 400 pupils on roll, with EAL pupils making up 93% of the school. The Ealing average is 64.7% and the national average is 20.1% (Ealing Primary School Data, Spring 2017). The school also has a high level of casual admissions (9.7% annually, compared with the 7.7% Ealing average).

The school welcomes around 55 learners who are new international arrivals and new to English every year, with these pupils enrolling throughout the academic year. Teacher assessments of proficiency in English indicated that only 29.5% of these arrivals were fluent in English in 2017 compared with the Ealing average of 50% in that year.

The school population speaks around 12 different languages, mainly Punjabi, Bengali and Urdu. Farsi, Somali, Arabic, Gujarati and Pashto are also spoken. Most learners are of Indian, Pakistani and Bangladeshi backgrounds, with 78% identifying as Asian British, 10% as Black British and 7.3% as other heritages. Some learners also speak Italian, as they have previously had two to four years' schooling in Italy, making English their third language.

According to the school's OFSTED report in 2018, in Early Years "almost all children speak English as an additional language and are not proficient in either English or their home language when they start school." In Primary, "the proportion of pupils who speak English as an additional language is high. Some of these are at the early stage of learning English."

The new students who arrive have often had disrupted schooling and have no literacy skills in their first language, hindering their language development in English. They also have limited literacy support at home.

## — Tudor Primary OFSTED report, February 2011:

"Pupils speaking English as an additional language make accelerated progress once they have gained secure language skills, although they do not always have time to reach national expectations if they arrive late in Key Stage 2."

## — Tudor Primary OFSTED report, February 2018:

"Early, short-term interventions for pupils new to learning English draw upon rich resources and strategies which immerse pupils in the language from the time they join the school."

"Pupils who speak English as an additional language are supported very well. Pupils who are new to the school are assessed quickly and additional support is put in place. This enables pupils to have access to all areas of the curriculum alongside their classmates."



In October 2015 an EAL consultant began to support the school, focusing on raising the attainment of the large number of EAL pupils joining the school with little or no English.

In January 2016, on the recommendation of the consultant, the school leadership team decided to use the Learning Village as a blended learning programme to support new EAL learners.

— **The Learning Village helps EAL learners with:**

- building basic vocabulary
- awareness of grammatical patterns
- improving sentence structure
- confidence in using English in everyday interactions
- additional support in early phonics skills (most children have limited or no awareness or exposure to phonics).

— **In addition, it provides teachers with:**

- a consistent approach to supporting pupils in the early stages of learning English
- access to lessons in the basics of English and in decoding, along with subject-specific vocabulary at the appropriate level
- curriculum-specific vocabulary for new arrivals and for more advanced learners in KS2.

## **Finding the best strategies for the school context**

— **Tudor Primary tried various approaches to using the Learning Village:**

1. Enrolling all pupils who were below the old NC Level 2 (proficiency level B, plus some selected Cs) on the Learning Village on netbooks. This meant that there were approximately six to eight learners in each class working on the netbooks. They needed to be supervised by TAs to use the Learning Village independently in this way.

2. Using the Learning Village in carousel time (20 mins a day) for four days a week.





## — A number of issues arose:

- Children began skipping modules, unless they were closely supervised. They did not always say the 'learn part' out loud, even though they had headphones to use.
- Pupils lacked confidence in using computers and needed support with logging-on and working through the programmes independently.
- For accountability purposes, the school used a learning record sheet, which the TAs signed off with the pupils once a module was completed. Pupils self-assessed on this sheet, using smiley faces to indicate how easy or hard the learning was. This worked for a while, but became increasingly labour-intensive.
- There was inconsistency with the monitoring of progress amongst the TAs. Year 6 pupils tended to perform better, because they were using the Learning Village more independently.
- The EAL TA was overseeing the progress of all 70 enrolled pupils: a workload that became unmanageable.

## Solutions and successes

One solution the school found was to target specific KS2 pupils with gaps in their learning to come in for a soft-start (8.30-8.50) in the school's IT suite. Some of these children were not receiving support or encouragement at home. The soft-start system has now been working well for two years.

The school also rethought the support provided to new arrivals. The school used 'Talk for Writing' as their main intervention method, and teachers were concerned about pupils missing literacy lessons. The SLT agreed that those new arrivals who could not access literacy lessons would receive intensive English support, via the Learning Village, in a pilot project running for six weeks from September to October 2017. The first assessment made of this project showed accelerated progress for these learners. The children on the project continued to attend an hour-long Learning Village session, four days a week, for 12 weeks in total. They then transitioned into the class literacy lessons.



## About the Learning Village programme

This intensive programme consists of teaching and independent study. Teachers work through a cycle of learning, comprising the following stages:

### Connection:

Learners connect images with a real context, for example, items in the classroom or story settings they are using in class. They connect the images to their home language and then to what they know in English. This also offers an initial assessment of their knowledge of words or phrases in English.

### Activation:

Learners have a go at the target language and begin to practise it as a group.

### Demonstration:

Learners play flashcard games, using the words and phrases they have learnt so far. Up to this point, activities are usually all speaking- and listening-focused.

### Consolidation:

Learners reapply their knowledge to real contexts, ensuring that they can use the language in real situations. A sentence based on the learning is modelled for the learners. The sentence is then removed and the learners have a go at writing sentences themselves on mini-whiteboards. A couple of examples are chosen for the group to peer-assess.

## — To assess the impact of this intensive programme, the school measured five things:

- increases in HF words known
- New Salford reading age (RA) and comprehension age (CA) changes
- phonics progress.
- extended writing samples
- EAL proficiency codes (EAL continuum tracking speaking, listening, reading and writing)

The experience of the following two learners indicates the impact of the intensive programme in these areas.





## Individual pupil studies

In January 2016, on the recommendation of the consultant, the school leadership team decided to use the Learning Village as a blended learning programme to support new EAL learners.

### Learner N

Pupil Study 1: Learner N  
Age: 9 (Year 4)  
Started: 8th February 2017  
Mother tongue: Punjabi

### Background

Learner N came from India, where she had been at school for two years in a public school. Her Punjabi seemed developed, but she was not literate in the language.

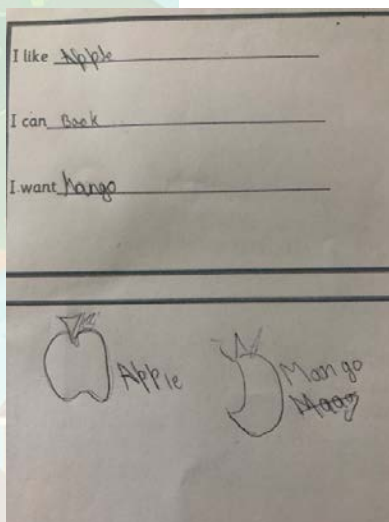
### Extract from early teacher assessment:

“Learner N has very limited English and therefore struggles to engage with lessons. She is buddied with another child who speaks Punjabi. Her concentration is poor (maybe due to her all-English environment). She struggles with pronunciation.”

### EAL proficiency code results (before & after)

Learner N's Proficiency code:  
February 2018 (arrival): Working towards A –  
New-to-English (green highlights below)  
July 2018: B – Early acquisition (pink and  
yellow highlights below)  
See Appendix 1

### Writing Sample Feb 2017 (before)





## Provision

Learner N attended the intensive Learning Village programme for new arrivals.

## Progress

Learner N continued with the group work in lessons lasting one hour, four times a week for six weeks. A review then took place. She continued with the programme for a further six weeks, attending three sessions per week. Altogether, she participated in the programme for a total of 18 weeks.

## — Teacher comments after six weeks of support:

“Learner N can now say full sentences to me in English, whereas at the start of the term it was maybe two or three words.”

“Learner N has improved in writing simple sentences as well as her language. She is able to verbally put together simple sentences. She is more confident when speaking in English to her peers and able to follow simple instructions in English.”

After 18 weeks’ intensive language learning, Learner N no longer needed the same level of support. Instead, she attended her normal lessons and began working more independently on the Learning Village. She finished her programme in May 2018.

## — Results after Proficiency code: B (May 18):

Reading age	Comprehension age	High frequency word spelling	Phonics	Date
5y 2m	5y 0m	89/158	9/40	February 2018
5y 4m	5y 0m	96/158	12/40	March 2018
5y 6m	5y 3m	136/158	15/40	April/May 2018
5y 8m	5y 6m	137/158	25/40	June/July 2018





## Writing Sample July 2018 (after)

★ Tuesday 15<sup>th</sup> May 2018

WALT: write our ending story (bar piece).

He can see a iPad He feel <sup>like</sup> a dust He ~~running~~ can see bike when Ship come in the jungle they can see a boy in the ship they ~~has a~~ look at the sky. It was a little bit sun sunny too <sup>outstays</sup> ~~the boy running~~ in the jungle. ~~It~~ <sup>not</sup> make a friend at all. Not like silly name. She got ~~was~~ used to it.

Halfway along the <sup>Tiger</sup> ~~Tiger~~ to the road full in the trash. He has play to park because he live to play in the garden or to park. When picked up a small, pick ring, shaped like a <sup>Tiger</sup> ~~Tiger~~ when he get to her mum said "what is he mum ring" mum said "I like what ring. He <sup>running</sup> ~~running~~ every fast at home. Her mum very happy because ~~is~~ <sup>in her finger</sup> he so like <sup>ring</sup> ~~ring~~."

He really wanted to falled the playground. When he the ~~clenched~~ <sup>Tiger</sup> ~~clenched~~ her <sup>Tiger</sup> ~~trig~~ <sup>trig</sup> so that he would not drop the necklace. "Not really - it's just that Jay's not very fast." <sup>Tiger</sup> ~~Tiger~~ said. The ~~get's~~ <sup>Tiger</sup> ~~mum~~ <sup>trig</sup> both smiled. He was after this, that's so continued <sup>Tiger</sup> ~~Tiger~~ holding when the ship bright jungle he was ~~no~~ <sup>fall</sup> ~~running~~ fast to home. They going <sup>fall</sup> ~~going~~ <sup>fall</sup> ~~going~~. He very happy in the jungle he <sup>fall</sup> ~~very~~ <sup>fall</sup> ~~very~~ happy.





## Background

Learner H came from India where he had been at school. He was fluent in Punjabi, including in reading and writing. He was very frustrated on arrival because he couldn't understand English and felt very upset that he couldn't access his class work. He relied on occasional support from the bilingual teaching assistant, which made him feel more confident. Learner H struggled to catch up with his peers, so, in January 2018, he joined an intensive new arrivals programme.

## EAL proficiency code results (before & after)

Proficiency code:  
May 2017 (arrival): Working towards A – New-to-English (yellow highlights below)  
July 2018: B – Early acquisition (pink highlights below)  
See Appendix 2

## Writing Sample Oct 2017 (before)

20.10.17

WALT: Story about the scary monster

① one day there is a girl her name is Laila the girl lives in the scary jungle there is a monster he was very scary the monster was was kill the people the girl is go out for find go for some food. when the girl was came back then attack on the girl. Why the attack on the girl? Because ~~she was~~ He was so angry. The girl was safe but the girl was got a hurt. Then the monster came back. then they ~~all~~ girl then the girl some go one came for help then the monster was really angry and scary then a prince was come and the monster got hurt. Why the monster attack on the girl. The "prince" said what are you doing here i was come with my friend and they ran away. Then the prince help the girl then girl has sword they was they live in the palace. How the girl was safe? then the prince and girl was go to fight the girl and prince and they kill the monster. Then prince did you marry with me. She said yes. the prince help the girl to kill the monster. where is he was the they are here? who is prince? what is the prince name? Why the girl go to jungle?





## Provision

Learner H attended the intensive Learning Village programme for new arrivals.

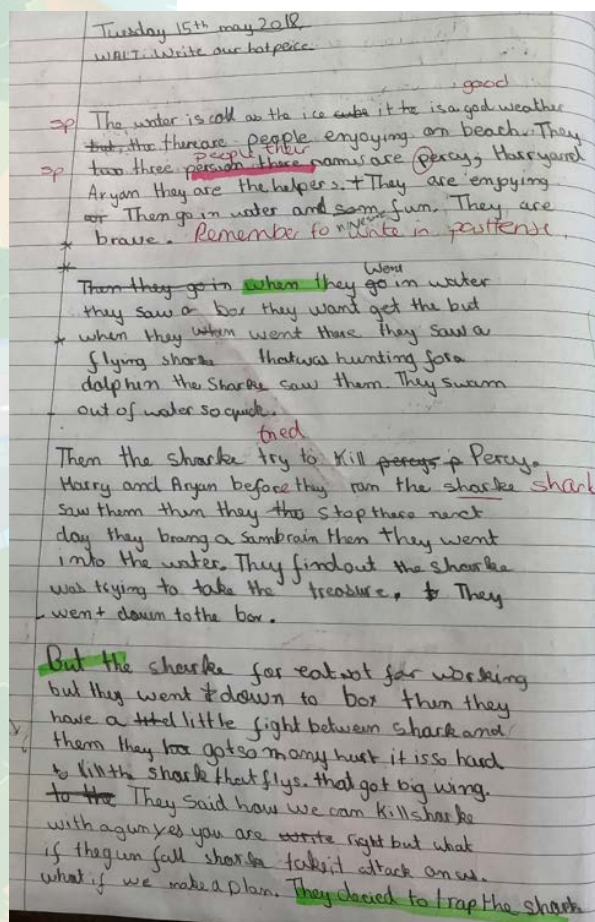
## Progress

Learner H continued with the group work in lessons lasting one hour, four times a week for six weeks. A review then took place and he continued for a further six weeks of lessons. In total, Learner H participated in the programme for a total of 12 weeks.

## Teacher comments after six weeks of support:

"Learner H's sentences have improved and he is slowly improving in his grammar and more confident in speaking English. Whereas at the start of term he was speaking more in his home language (Punjabi) and out of frustration was walking out of class as he did not understand the work in class."

## Writing Sample May 2018 (after)



Reading age	Comprehension age	High-frequency words spelling	Phonics	Start date
7y 1m	6y 11m	135/158	19/40	January 2018
7y 6m	7y 4m	146/158	25/40	March 2018
7y 11m	7y 11m	157/158	32/40	April/May 2018
8y 2m	8y 1m	158/158	38/40	June/July 2018





## Summary of the programme

The Learning Village intensive programme put in place by Tudor Primary has achieved real and measurable success, transforming the English language skills of a significant number of new EAL learners. It has built receptive vocabulary and language structures and has provided consistency for new arrivals across the year groups.

Ragini, Teaching Assistant at Tudor Primary, has enjoyed delivering the small group support. She feels that the flashcard games, for example, bingo, colour card games and snap, have the most impact on learning. She has found that pronunciation is one of the greatest challenges and requires lots of repetition.

Outside of the literacy sessions, she sees the children correct one another in the playground. They gain confidence in the small group setting, where collaboration raises their self-esteem.

The SLT at Tudor Primary and the EAL consultant are supportive of the programme and delighted with its success.

## References

Tudor Primary OFSTED Report, February 2011

Tudor Primary OFSTED Report, March 2018

## Thanks to:

Tudor Primary School

Heather Day, EMA Consultant

Ragini Patel, TA

Mandy Hayer, Assistant Head

Shayla Hafeez, SENCO





## Appendix 1

Writing sample:

Learner N's EAL Proficiency code:

February 2017 - (arrival): Working towards A – New-to-English (green highlights below)

July 2018: B – Early acquisition (pink & yellow highlights below)

KS2 A – New to English	
Listening & Speaking	tick & date
Watches and listens in a supportive situation, appears engaged during group work which is EAL-friendly.	✓ 16/7/18.
Is silent but understands classroom routines (a silent period of 6 months is not unusual)	✓
Responds non-verbally by smiling or gesturing when addressed by name	✓
Shows some understanding of rules and instructions of playground games	✓
Can follow others to make choices in practical tasks and during routines.	✓ 16/7/18.
Understands & responds to task related instructions with gestures and visuals -give me, line up!	✓
Understands and uses greetings & basic classroom vocabulary -toilet, book bag, bye	✓ 16/7/18.
Recognises keywords from classroom routines- line up, get your books	✓ 16/7/18.
Can recognise and react to frequently used expressions connected to familiar topics example: here are the columns for hundreds, tens and units if the visual aids are good	✓ 16/7/18.
Communication is more effective when speakers use visuals and use language slowly & effectively	✓ 16/7/18.
Names some familiar items independently (personal and classroom items)	✓ 16/7/18.
Can use single words and short phrases meaningfully to express needs.	✓ 16/7/18.
May need other home language speakers to translate, interpret or clarify.	✓
May use gesture and touch to communicate meaning/needs	✓
Responds to one-step 'wh' questions- Where is the square? Square here	✓ 16/7/18.
Can use some English words and phrases to express content in a supportive situation- That one a half.	✓ 16/7/18.
May use a bilingual app, word mat or dictionary effectively to express themselves	✓
Reading	
Can read at age related expectations in home language - can't read punjabi	✓
Can use a dual language text/ word mat, dictionary, app or glossary while reading	✓
Aware English is read left to right/ top to bottom	✓
Can read familiar labels and signs on displays and on posters.	✓
Can use pictures to work out meaning.	✓
Can use some familiar initial sounds to work out a word.	✓ 16/7/18.
Follows simple instructions to locate information in the book -turn to page 4, where's the bike?	✓ 16/7/18.
Reads all the letter names of the English alphabet and matches sounds to most letters	✓ 16/7/18.
Decodes simple CVC words and can understand meaning of words with visual aid	✓ 16/7/18.
Writing & Grammar	
Can write own name and complete routine writing tasks -picking a choice/ copy writing	✓
Writes from left to right.	✓
Can produce drawings/ diagrams and label them.	✓
is able to use some layout features- writing the date or putting a heading in bold	✓ 16/7/18.
is beginning to record some words/phrases in taught sessions	✓
Can produce legible (but not always correctly oriented) letter forms	✓ 16/7/18.
Writes numbers 1- 100 clearly.	✓
Uses capitals and small case effectively	✓
Can write some simple sentences when supported by rehearsal or scaffolds	✓ 16/7/18.





KS2 B - Early Acquisition		tick & date
<b>Listening &amp; Speaking</b>		
Beginning to understand and respond to simple questions- <i>this animal lives in the sea, what other animals live in the sea?</i> <b>Hesitates when speaking.</b>		✓ July 2018.
Can understand simple, straightforward sentences and frequently used expressions with high contextual support, e.g. <i>Look at the leaflet. Find the map. Find the web site</i>		✓ Nov. 7/18
Understands the gist of some lessons with <b>visuals, translated keywords and pre-teaching</b>		
Is beginning to follow two step instructions.		
Can take part in short, simple social conversations during familiar routines and concrete tasks.		✓ July 2018
Is willing to initiate communication with others.		✓ July 2018
Beginning to communicate with others using simple commands/requests- <i>my turn, pen please</i>		✓ July 2018
Communicates short routine exchanges with - <i>see you tomorrow, I need the toilet</i>		✓ July 2018
Describes and simply classifies an object - <i>it's small, it's hard</i>		
Can respond to simply phrased questions about lesson content- <i>How tall is the plant? Show me.</i>		✓ July 2018
Can make simple statements with support and rehearsal- <i>the house big, it is yellow</i>		
Begins to participate in group activities with a talk frame/word mat/support worker		
Uses one tense within a simple sentence.		
Uses regular plurals ( <i>toys- pens, ducks</i> )		
Can respond to simply phrased factual questions about lesson content- <i>is this about Egyptians?</i>		✓ July 2018
Has enough common words and phrases for social language/everyday talk		
Able to use some subject specific vocabulary appropriate context.		
<b>Reading</b>		
Able to read own writing		
Decodes CVC words, and has some knowledge of digraphs and consonant clusters.		✓ July 2018
Begins to sight read familiar, high frequency words.		✓ July 2018
Responds to simple questions about the text- <i>who, what, where?</i>		
Begins to predict words from initial and final sounds in unfamiliar words		✓ July 2018
Understands the gist of a simple text read aloud.		
Can locate some features of a book, (title, front cover, back cover)		
Joins in with reading simple texts aloud (including those with chorus/repetitive phrases).		✓ July 2018
Can read simple sentences		
Can locate most important high content words in familiar texts - <i>names of characters, locations.</i>		✓ July 2018
Is beginning to use visual cues when reading. <b>YES</b>		
Tells a story from a picture sequence in both English and home language after rehearsing		
Identifies rhyming words. <i>- part of the story.</i>		
Can find a piece of simple, predictable information in a short text of familiar style, a diagram, a table or a poster in order to answer a simple 'wh' question.		
Can read simple sentences relating to images which have already been discussed.		
Can locate high content words in texts (e.g. <i>names, important nouns</i> ).		
Understands the significance of full stops when reading.		✓ July 2018
Responds independently to visual cues when reading.		
If using a bilingual or picture dictionary or device, is starting to use this independently		
Can recognise most initial and some final consonants to support decoding known words		

Writing and Grammar		tick & date
Forms all letters of the English alphabet		✓ July 2018
Able to write some high frequency words with correct spelling independently		✓ July 2018
Uses knowledge of English phonics (including digraphs and consonant clusters) to write words.		
Beginning to use simple connectives- <i>and &amp; but.</i>		
Uses oral planning and vocabulary development in home language to support writing in English.		
Draws and labels charts or diagrams.		✓ July 2018
Begins to use a range of reference pronouns - <i>my, you, his, her, here, there.</i>		
Can use the present tense (may confuse simple and continuous)		
Can use some prepositions of place and time- <i>On Monday, under the table</i>		
Beginning to use articles (a, an, the) correctly but may need explicit teaching- <i>The Mr brown is her, here is dog</i>		
Can use layout features which are currently being taught if there are examples modelled.		
Can use glossaries and other sources of vocabulary for curriculum topics.		
Supported by oral work, scaffolds, talk frames & pictures is able to write simple sentences		
May use home language rules to write in English and may need explicit teaching for word order, missing determiners & prepositions in English		





## Appendix 2

Writing sample:

Learner H's EAL Proficiency code:

May 2017 (arrival): Working towards A – New-to-English (yellow highlights below)

July 2018: B – Early acquisition (pink highlights below)

KS2	A – New to English	tick & date
<b>Listening &amp; Speaking</b>		
<p>Watches and listens in a supportive situation, appears engaged during group work which is EAL-friendly.</p> <p>Is silent but understands classroom routines (a silent period of 6 months is not unusual)</p> <p>Responds non-verbally by smiling or gesturing when addressed by name.</p> <p>Shows some understanding of rules and instructions of playground games</p> <p>Can follow others to make choices in practical tasks and during routines.</p> <p>Understands &amp; responds to task related instructions with gestures and visuals – give me, line up!</p> <p>Understands and uses greetings &amp; basic classroom vocabulary – toilet, book bag, bye</p> <p>Recognises keywords from classroom routines – line up, get your books</p> <p>Can recognise and react to frequently used expressions connected to familiar topics example: here are the columns for hundreds, tens and units if the visual aids are good</p> <p>Communication is more effective when speakers use visuals and use language slowly &amp; effectively</p> <p>Names some familiar items independently (personal and classroom items).</p> <p>Can use single words and short phrases meaningfully to express needs.</p> <p>May need other home language speakers to translate, interpret or clarify.</p> <p>May use gesture and touch to communicate meaning/needs</p> <p>Responds to one-step 'wh' questions – Where is the square? Square here</p> <p>Can use some English words and phrases to express content in a supportive situation – that one is half.</p> <p>May use a bilingual app, word mat or dictionary effectively to express themselves</p>		<p>still becomes frustrated</p> <p>still likes to speak in punjabi</p> <p>more often especially class work.</p>
<b>Reading</b>		
<p>Can read at age related expectations in home language</p> <p>Can use a dual language text/ word mat, dictionary, app or glossary while reading</p> <p>Aware English is read left to right/ top to bottom</p> <p>Can read familiar labels and signs on displays and on posters.</p> <p>Can use pictures to work out meaning.</p> <p>Can use some familiar initial sounds to work out a word.</p> <p>Follows simple instructions to locate information in the book – turn to page 4, where's the blue?</p> <p>Reads all the letter names of the English alphabet and matches sounds to most letters</p> <p>Decodes simple CVC words and can understand meaning of words with visual aid</p>		<p>Enjoyed Bilingual books from EAL room.</p> <p>First 45 words</p>
<b>Writing &amp; Grammar</b>		
<p>Can write own name and complete routine writing tasks – picking a choice/ copy writing</p> <p>Writes from left to right.</p> <p>Can produce drawings/ diagrams and label them.</p> <p>Is able to use some layout features – writing the date or putting a heading in bold</p> <p>Is beginning to record some words/phrases in taught sessions.</p> <p>Can produce legible (but not always correctly oriented) letter forms</p> <p>Writes numbers 1- 100 clearly.</p> <p>Uses capitals and small case effectively</p> <p>Can write some simple sentences when supported by rehearsal or scaffolds</p>		





K53 B - Early Acquisition		tick & date
<b>Listening &amp; Speaking</b>		
Beginning to understand and respond to simple questions - <i>this animal lives in the sea, what other animals live in the sea?</i>	✓	16/7/17
Can understand simple, straightforward sentences and frequently used expressions with high contextual support, e.g. <i>Look at the laptop. Find the map. Find the web site.</i>	✓	16/7/18
Understands the gist of some lessons with visuals, translated keywords and pre-teaching is beginning to follow two step instructions.	✓	All targets achieved now.
Can take part in short, simple social conversations during familiar routines and concrete tasks.	✓	16/7/18
Is willing to initiate communication with others - <i>dependent on his mood</i>	✓	
Beginning to communicate with others using simple commands/requests - <i>my turn, pen please</i>	✓	
Communicates short routine exchanges with - <i>see you tomorrow, I need the toilet</i>	✓	
Describes and simply classifies an object - <i>ice cream, it's hard</i>	✓	
Can respond to simply phrased questions about lesson content - <i>How tall is the plant? Sleep no.</i>	✓	
Can make simple statements with support and rehearsal - <i>the house big, it is yellow</i>	✓	
Begins to participate in group activities with a talk frame/word mat/support worker.	✓	
Uses one tense within a simple sentence	✓	
Uses regular plurals <i>pen, pens, every day</i>	✓	
Can respond to simply phrased factual questions about lesson content - <i>is this about Egyptian?</i>	✓	
Has enough common words and phrases for social language/everyday talk.	✓	
Able to use some subject specific vocabulary appropriate context.	✓	

<b>Reading</b>		
Able to read own writing	✓	16/7/18
Decodes CVC words, and has some knowledge of digraphs and consonant clusters.	✓	
Begins to sight read familiar, high frequency words.	✓	
Responds to simple questions about the text - <i>who, what, where?</i>	✓	
Begins to predict words from initial and final sounds in unfamiliar words	✓	
Understands the gist of a simple text read aloud.	✓	
Can locate some features of a book, (title, front cover, back cover)	✓	
Joins in with reading simple texts aloud (including those with chorus/repetitive phrases).	✓	
Can read simple sentences	✓	
Can locate most important high content words in familiar texts - <i>names of characters, locations</i>	✓	
Is beginning to use visual cues when reading	✓	
Tells a story from a picture sequence in both English and home language after rehearsing	✓	
Identifies rhyming words.	✓	
Can find a piece of simple, predictable information in a short text of familiar style, a diagram, a table or a poster in order to answer a simple 'wh' question.	✓	
Can read simple sentences relating to images which have already been discussed.	✓	
Can locate high content words in texts (e.g. names, important items).	✓	
Understands the significance of full stops when reading	✓	
Responds independently to visual cues when reading	✓	
If using a bilingual or picture dictionary or device, is starting to use this independently.	✓	
Can recognise most initial and some final consonants to support decoding known words	✓	

<b>Writing and Grammar</b>		tick & date
Knows all letters of the English alphabet	✓	16/7/18
Able to write some high frequency words with correct spelling independently	✓	
Uses knowledge of English phonics (including digraphs and consonant clusters) to write words.	✓	16/7/18
Beginning to use simple connectives - <i>and, but</i>	✓	
Uses oral planning and vocabulary development in home language to support writing in English.	✓	16/7/18
Draws and labels charts or diagrams.	✓	
Begins to use a range of reference pronouns - <i>my, your, his, her, this, there</i>	✓	
Can use the present tenses (may confuse simple and continuous)	✓	
Can use some prepositions of place and time - <i>On Monday, under the table</i>	✓	
Beginning to use articles (a, an, the) correctly but may need explicit teaching - <i>The air blows in her, here it stop</i>	✓	16/7/18
Can use layout features which are currently being taught if there are examples modelled.	✓	
Can use glossaries and other sources of vocabulary for curriculum topics.	✓	16/7/18
Supported by oral work, scaffolds, talk frames & pictures is able to write simple sentences	✓	