

Dudley Language Descriptors also contained in Bristol Language and Achievement Profile

This list of descriptors are closely related to National Curriculum descriptors with EAL features. These may be helpful for work with early stage bilingual learners and in the initial assessment of pupils new to the country.

Extended scales and EAL linked descriptors should be used as needed as an interim measure. As soon as possible ordinary National Curriculum levels should be used in relation to all subjects, not just English.

Contents

Descriptors	Levels	page
Listening	Pre Level 1, Level 1	2
	Level 2, Level 3	3
	Level 4, Level 5	4
	Level 6, Level 7	5
Speaking	Pre Level 1, Level 1	6
	Level 2, Level 3	7
	Level 4, Level 5	8
	Level 6, Level 7	9
Reading	Pre Level 1, Level 1	10
	Level 2, Level 3	11
	Level 4, Level 5	12
	Level 6, Level 7	13
Writing	Pre Level 1, Level 1	14
	Level 2, Level 3	15
	Level 4, Level 5	16
	Level 6, Level 7	17

LANGUAGE DESCRIPTORS LISTENING

Pre Level 1				
1) Observes peers silently				
2) Listens attentively for short amounts of time #				
3) Participates in play & demonstrates listening through body language				
4) Uses non-verbal gestures to respond to greetings, questions, etc #				
5) Responds to key words in a command (e.g. 'Go and get your book')				
6) Identifies single items of Information from short spoken texts +				
7) Responds to adult tone of voice (e.g. 'Tidy up time!')				
8) Understands simple personal questions (e.g. 'What's your name?')				
9) Follows simple instructions based on classroom routine #				
10) Responds to simple predictable questions (e.g. 'Have you got a pencil?')				
Working at Level 1				
1) Listens and responds to gist of explanations supported by non-verbal clues				
2) Tunes in to particular sounds in English (e.g. rhyming words) +				
3) Shows understanding of elements of story in group reading sessions				
4) Responds appropriately to comments addressed to him / her				
5) Responds to key words in common spoken instructions (e.g. 'Shut the door!')				
6) Follows instructions for a task where a choice is involved				
7) Understands remarks / questions in past tense (e.g. 'What did you do yesterday?')				
8) Responds appropriately to more abstract teacher talk (e.g. In PE 'All find a space!')				
9) Interacts in peer group play activity with sustained exchanges				
10) Understands some simple language of location (e.g. on, by)				

Working at Level 2				
1) Listens with some understanding to a story with help of illustrations				
2) Usually listens carefully & responds with increasing appropriateness				
3) Follows a sequence of instructions relying on key words				
4) Understands questions/comments in future tense				
5) Interacts with peers in class/group activity, listening to their contributions				
6) Follows teacher explanation of curriculum task				
7) Understands basic sequence markers in speech (e.g. first, next, then) +				
8) Understands phrases of location (e.g. over here, next to the chair, etc)				
9) Recognises key question words (e.g. who?, when?, how?)				
10) Recognises contractions as abbreviations (e.g. I'm, you're, we've)				
Working at Level 3				
1) Listens with understanding to stories and accounts				
2) Listens confidently in different contexts; shows understanding of main points #				
3) Shows careful listening through relevant comments & questions #				
4) Understands context related ideas and asks questions				
5) Asks meaning of words/phrases				
6) Understands different word orders of questions/statements				
7) Joins in peer group conversations				
8) Follows set of oral instructions/directions				
9) Understands difference between directives and suggestions +				
10) Understands some comparative language (e.g. bigger, bigger than, etc)				

Working at Level 4				
1) Listens to recordings of stories understanding simple narrative structures				
2) Listens carefully in discussions #				
3) Contributes ideas & questions that are responsive to others views #				
4) Acquires new English from sources other than the classroom (e.g. media, friends....)				
5) Understands teacher questions on familiar topics & responds correctly				
6) Listens with confidence in an increasing range of contexts #				
7) Responds appropriately in different activities (e.g. brainstorm, planning, tests) +				
8) Follows some subject related terminology				
9) Listens to a text & answers oral comprehension questions				
10) Begins to be aware of standard English & when it is used #				
Working at Level 5				
1) Listens attentively in formal situations & uses phrases to model responses				
2) Pays close attention to what others say, questioning & developing ideas #				
3) Extracts the main points from a story				
4) Extracts the main points from a non-literacy task				
5) Responds with understanding to a range of speech				
6) Draws inferences from listening to a range of sources				
7) Interprets meaning when hearing unfamiliar words and phrases				
8) Deduces meaning of unfamiliar words from context +				
9) Takes an active part in discussions				
10) Develops ideas in response to questions				

Working at Level 6				
1) Understands the ideas of others in discussions				
2) Shows sensitivity to the ideas & opinions of others #				
3) Listens with interest during group activities				
4) Interprets meaning from body language & facial expression				
5) Interprets meaning from tone of voice, stress and pauses				
6) Corrects own pronunciation by listening to others				
7) Infers shades of meaning from speaker's use of language				
8) Extracts key information from audio/visual/ICT resources, with guide questions +				
9) Takes notes to answer specific questions when viewing a video/DVD +				
10) Shows understanding of metaphorical phrases -				
Working at Level 7				
1) Listens carefully & evaluates the ideas of others				
2) Empathises with the ideas & opinions of others				
3) Maintains a conversation, reciprocating viewpoints				
4) Listens with involvement to discussions on unfamiliar topics				
5) Listens to peers in class & asks relevant questions to develop the discussion				
6) Identifies examples of bias in speech				
7) Identifies an unfamiliar speaker's intention - for/against an issue				
8) Orders oral information choosing suitable method of recording				
9) Assesses oral information for relevance, accuracy & completeness				
10) Checks own interpretation by paraphrasing (e.g. Do you mean...?)				

LANGUAGE DESCRIPTORS SPEAKING

Pre Level 1				
1) Uses non-verbal means to communicate (indicate time by pointing to clock)				
2) Uses single words or phrases in English to express#				
3) Gains attention of staff, peers (touching, using first language, name)-				
4) Mimics staff, peers without necessarily understanding the meaning.-				
5) Exchanges greetings with adults & peers.				
6) Replies to personal questions "What's your name"				
7) Uses 1 or 2 question words appropriately (e.g. "Why?" "What's that?")				
8) Uses simple subject-verb-object phrases ("We got car")				
9) Pronounces common words & phrases comprehensibly.#				
10) Uses grammatical patterns to create meanings (played, hitted, goed)+				
Working at Level 1				
1) Speaks about matters of interest to a range of listeners.				
2) Expresses likes/dislikes in simple terms.				
3) Borrows & repeats key words from previous speaker.				
4) Begins to use past tense to recount familiar activity ("We went shops")				
5) Uses positional language (on, under, next to)				
6) Uses phrases to describe familiar topics (family members, home)				
7) Asks for clarification/interpretation from L1 speakers (of instructions, routines)-				
8) Asks for attention from staff				
9) Uses intonation to emphasise meaning "No", "No!" "No"?)				
10) Sustains interaction in everyday playground & classroom routines & activities.+				

Working at Level 2				
1) Gives reasons for likes/dislikes.				
2) Speaks clearly, using growing vocabulary when developing and explaining ideas.#				
3) Begins to show confidence in speaking & listening#				
4) Uses past tense with time indicators				
5) Uses empathic behaviour to sustain conversation (e.g. nodding, smiling)-				
6) Answers questions in class				
7) Negotiates with peers in play (e.g." It's time my go now")				
8) Uses set of words to order time (e.g. days, months, seasons)				
9) Uses language to sequence events/ instructions (e.g. "First..." "Then I")				
10) Asks for explanations of unfamiliar Words, concepts, etc				
Working at Level 3				
1) Talks confidently in different contexts, exploring & communicating ideas #				
2) Makes relevant comments & asks Questions that demonstrate understanding				
3) Gives reasons for actions (e.g. "I forgot my book because we was late")				
4) Attempts to use a range of tenses (e.g. "We was going", "We am going", "We goed")				
5) Uses subject specific vocabulary & Terminology (e.g. "index", "tadpole")				
6) Relates a series of events in a time Sequence, inc. detail (e.g. who, when)+				
7) Begins to adapt what they say to needs of listener, varying vocabulary & detail #				
8) Talks easily on familiar topics (e.g. family, home, hobby)				
9) Begins to be aware of standard English & when it is used #				
10) Corrects pronunciation, models on adults & peers				

Working at Level 4				
1) Uses words & phrases of respect (e.g. "Please may I...?")				
2) Incorporates language from new sources (e.g. media, ICT, visitors)				
3) Adapts talk to purpose: developing ideas, describing events, giving opinion, etc				
4) Relays simple messages (e.g. "Miss S Says can you go and see her?")-				
5) Uses reported speech (e.g. "My mum Told me not to go outside")				
6) Retells a story, summarising plot				
7) Uses compound sentences (e.g. "We went to the zoo and it rained so....")-				
8) Plans and delivers short presentation of work to class				
9) Participates in class presentation (e.g. class assembly, performance, etc)				
10) Uses some of the features of English language & grammar appropriately#				
Working at Level 5				
1) Begins to use standard English in situations that require it#				
2) Pays close attention to what others say				
3) Gives a short talk on a familiar topic +				
4) Makes contributions in discussions taking into account the views of others				
5) Interacts with peers in pair / group work				
6) Contributes through activities				
7) Speaks fluently in informal situations				
8) Varies vocabulary to interest listener #				
9) Shows awareness of standard pronunciation in formal situations				
10) Ask questions to develop ideas				

Working at Level 6				
1) Talks freely with little error				
2) Begins to show confidence in adapting talk to different situations #				
3) Uses formal English when necessary				
4) Negotiates interactively with peers when planning a project / presentation				
5) Engages the listener's interest through varied vocabulary & expressions #				
6) Responds sensitively to the ideas of others				
7) Uses a variety of tone & expression				
8) Self corrects to improve pronunciation -				
9) Discusses and justifies a point of view +				
10) Ask questions to clarify understanding -				
Working at Level 7				
1) Confidently matches talk to needs of different contexts #				
2) Organises talk to communicate ideas clearly #				
3) Conveys meaning precisely				
4) Makes significant contributions to discussions				
5) Uses words precisely and interestingly				
6) Evaluates the ideas of others and responds accordingly				
7) Draws others into discussion by using different strategies				
8) Shows confident use of standard English in situations that require it #				
9) Initiates discussion, expressing a reasoned viewpoint				
10) Presents short, structured talk to class or group				

LANGUAGE DESCRIPTORS READING

Pre Level 1				
1) Participates in reading activities #				
2) Handle s book appropriately turns pages in sequence, (culturally dependant				
3) Indicates like/dislikes in story / illustrations (This may be non-verbal				
4) Understands that a book can tell a story/evidence may be non-verbal.				
5) Follows a text read aloud, with support				
6) Derives understanding of sequence of events through following pictures				
7) Begins to predict what the text will be about #				
8) Shows visual awareness of pattern /colour sequencing & matching images				
9) Recognises own name & some words in English				
10) Shows awareness of environmental print (Asks teacher to read a sign) +				
Working at Level 1				
1) Recognises & sounds some initial letters				
2) Give phonic sounds in response to grapheme or letter name				
3) Reads range of familiar words #				
4) Understands 1:1 word correspondence (track text with finger)				
5) Uses knowledge of letters, sounds & words to establish meanings #				
6) Uses pictures and contextual cues to predict story				
7) Retells story in limited language				
8) Shows involvement in group reading sessions, joining in #				
9) Sequences a simple story or set of picture cards				
10) Understands that information can be found from a variety of sources inc, ICT				

Working at Level 2				
1) Recognises, names and knows phonic sound of most letters of the alphabet				
2) Reads most of the first hundred common words				
3) Reads simple texts accurately, showing understanding #				
4) Uses more than one word attack strategy (phonics, graph, context, syntax				
5) Retells story with details of characters, plot, humour				
6) Expresses opinions about events ideas in stories, poems, non-fiction texts				
7) Reads with some intonation & observation of basic punctuation				
8) Identifies text as fiction /non-fiction				
9) Starts to use non-fiction features index, contents page, alphabetical order				
10) Uses information from cover, title, blurb to select books				
Working at Level 3				
1) Reads a range of texts fluently & accurately #				
2) Reads independently, silently with involvement				
3) Reads with understanding of main points & expresses preferences #				
4) Incorporates range of strategies including growing familiarity with phonic blends				
5) Uses word-segmenting skills to tackle poly-syllabic words (undertake, overtake				
6) Uses knowledge of alphabet to locate books & find information #				
7) Reads own work aloud to class				
8) Accesses information from a range of visual or electronic media +				
9) Starts to re-read and self correct if meaning is unclear				
10) Reads texts in a variety of forms (sign, captions, speech bubbles, ICT fonts				

Working at Level 4				
1) Reads familiar texts aloud with expression and intonation				
2) Follows a set of written instructions				
3) Understands ideas themes, events, characters, from a range of texts				
4) Begins to use inference & deduction. #				
5) Identifies main ideas of story, article, process etc				
6) Refers to text when explaining their views#				
7) Understands layout of newspaper, relating photo to headline and article				
8) Uses an accessible dictionary to check meaning of new words+				
9) Orders set of instructions using comprehension of text, sequential language				
10) Uses a range of texts for independent research (books, magazines, internet				
Working at Level 5				
1) Reads text aloud to convey key elements (e.g. rhythm rhyming of poetry)				
2) Summarises the main points of fiction texts#				
3) Identifies key areas using guide questions#				
4) Selects relevant information to support views				
5) Identifies features of characters and settings				
6) Skim reads for overall impression				
7) Scans to locate information				
8) Selects key sentences or phrases to support views				
9) Extracts specific information from subject based diagrams, graphs, charts				
10) Collates information from various sources (reference books, web sites)				

Working at Level 6				
1) Reads aloud unfamiliar texts, including more complex subject specific words				
2) Gives a personal response to literacy texts				
3) Refers closely to text to justify views				
4) Identifies different layers of meaning & comments on significance & effect#				
5) Summarises information from different sources#				
6) Suggests different interpretations				
7) Comments of use of language by poets & authors				
8) Comments on use of theme & structure of different texts				
9) Comments on role of characters in stories & plays				
10) Extracts key information from reference sources including ICT				
Working at Level 7				
1) Gives a personal critical response to texts				
2) Make careful comparisons between texts, considers audience & purpose				
3) Explains how meaning is conveyed by different writers of fiction, poetry, drama				
4) Identifies bias & some ways it is expressed				
5) Evaluates use of appropriate language for audience & purpose				
6) Evaluates use of theme and structure in fiction & non-fiction texts				
7) Evaluates use of character in stories & plays				
8) Uses library indexing & referencing systems				
9) Extracts data for research from various sources				
10) Collates research material in to a coherent text				

LANGUAGE DESCRIPTORS WRITING

Pre Level 1				
1) Watches others write				
2) Experiments with mark-making, sometime ascribing meaning to the marks				
3) Draws to illustrate simple text, to relate activity , give information or retell story+				
4) Knows difference between print and picture				
5) Talks about own writing and drawing				
6) Copies or writes own name				
7 Uses letters or letter like forms to convey meaning				
8) Uses drawings to relate events, stories				
9) Traces patterns and letters				
10) Shows some pencil control				
Working at Level 1				
1) Copies writing from model immediately above				
2) Writes recognisable letters & words in texts, which convey meaning#				
3) Writes text from left to right across page				
4) Mixes writing and drawing in text to communicate ideas				
5) Write words or sentences to class/ group shared story				
6) Explains ideas to adult and “reads back”				
7) Uses pencil with effective grip				
8) Attempt’s spelling of common words				
9) Writes most letters in response to initial sound using phonetic knowledge				
10) Shapes letters clearly with correct orientation#				

Working at Level 2				
1) Copies longer text accurately from board				
2) Observes spacing between words				
3) Is able to read back most of own work				
4) Writes sentences with correct word order				
5) Develops ideas in sequence of sentences, some demarcated by full stops/caps #				
6) Connects ideas to structure simple story/account (e.g. "Getting ready for school")				
7) Uses appropriate and interesting vocabulary#				
8) Spells simple monosyllabic words correctly, or phonetically#				
9) Attempts spellings of unfamiliar words using knowledge of phonetics				
10) Forms most letters correctly with consistent size#				
Working at Level 3				
1) Writes creative text based on models (poems, dialogues etc.)+				
2) Writes sequenced & ordered factual texts based on experience or topic areas+				
3) Uses connectives (as well as "and") to link phrases (e.g. "but", "then")				
4) Uses structures of sequential writing (e.g. Next..Then..In the end..)				
5) Structures basic grammar of sentences correctly#				
6) Expresses own opinions and interests in independent writing				
7) Writes consistently in past and present tenses				
8) Spells common polysyllabic words with accuracy#				
9) Uses a dictionary or word bank to aid spelling				
10) Writes in joined and legible handwriting#				

Working at Level 4				
1) Plans before writing (Discuss ideas in L1 or English, or write notes in frame)+				
2) Structures writing with paragraphs or subheadings				
3) Narrative texts maintain cohesive story line & characterisation+				
4) Selects descriptive vocabulary for emphasis (e.g. big: enormous, huge, vast)+				
5) Uses full stops, capitals, question marks correctly; & punctuates within sentence#				
6) Gives reasoned opinions (I like swimming because/although/...)				
7) Uses direct speech appropriately in context+				
8) Begins to use grammatically complex sentences to extend meaning#				
9) Starts to self-correct and re-draft				
10) Handwriting style is fluent, joined & legible				
Working at Level 5				
1) Writes in a form to interest the reader, matching to the audience				
2) Varies sentence length for effect				
3) Uses imaginative vocabulary with precision#				
4) Organises work into paragraphs				
5) Punctuates correctly, using commas, apostrophes & speech marks#				
6) Uses both complex & simple sentences				
7) Spells complex regular word patterns correctly				
8) Writes in a joined clear & fluent style of handwriting				
9) Writes in a formal style when appropriate#				
10) Accesses new words from dictionaries & word banks				

Working at Level 6				
1) Adapts writing for different forms e.g. persuasive, descriptive				
2) Writes with sufficient detail to engage and sustain the interest of the reader				
3) Plans imaginative stories with coherent plot development				
4) Spell irregular words generally correctly#				
5) Uses paragraphs to organise ideas#				
6) Chooses words consciously for effect				
7) Presents information in a variety of forms				
8) Matches writing consistently to audience				
9) Corrects technical errors by proof reading				
10) Presents work neatly & attractively				
Working at Level 7				
1) Writes confidently in a range of forms				
2) Organises non-fiction ideas clearly & coherently, giving points of view#				
3) Uses basic grammar structures consistently (e.g. reporting in past tense)				
4) Matches content & style to meaning & purpose				
5) Takes notes to record gist of texts across curriculum including online texts				
6) Spells correctly using complex irregular words#				
7) Selects vocabulary appropriate to task & audience				
8) Shows development of character & settings in narrative writing#				
9) Proof-reads for grammatical accuracy, spelling & punctuation				
10) Presents work clearly in a form appropriate to task...				