Schola Europaea

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Pedagogical Development Unit

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Attainment descriptors – English Language I – Nursery and Primary cycle

APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY 2017 IN BRUSSELS

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Oral Language, Reading and Writing Attainment Descriptors for linguistic functions for L1 at P5

	Learning Objectives are not yet achieved	Learning Objectives are partially achieved	Learning Objectives are satisfactorily achieved	Learning Objectives are fully achieved
Oral (Listening, Understanding and Speaking)	Can recognise, understand and use a range of vocabulary related to school life, home life , personal interests. The pupil does not have the vocabulary and sentence structure to be able to consistently engage accurately and fluently in conversation across the curriculum	Can recognise, understand and use a range of vocabulary related to school life, home life , personal interests. Errors can still occur when the pupil attempts more complex ideas or unfamiliar topics related to curriculum coverage. However, the pupil can generally make themselves and their ideas understood.	Can recognise, understand and use a range of vocabulary related to school life, home life , personal interests including more complex ideas or unfamiliar topics that are related to curriculum coverage.	Can recognise, understand and use a range of vocabulary related to school life, home life , personal interests including more complex ideas or unfamiliar topics that are related to curriculum coverage and the wider world generally.
Reading and Understanding Decoding	Read and understand -high frequency words -regularly-structured words -socially-relevant words. -common prefixes and suffixes Phonics skills are the prime approach to decoding unfamiliar words	Read and understand -less common alternative graphemes including trigraphs,	Has acquired an awareness of and is continuing to develop the capacity to decode new words using -analogies to known words, -roots, -derivations, -word families, -morphology, -familiar spelling	Is secure in decoding new words using -analogies to known words, -roots, -derivations, -word families, -morphology, -familiar spelling
Writing Punctuation	**In most writing** Straightforward sentences are usually demarcated accurately with full stops, capital letters, question marks and exclamation marks. Speech marks are not always used accurately. Comma splicing evident particularly in narratives.	**Across a range of writing** Sentences are demarcated accurately throughout the text. Speech marks are generally accurate Commas are used in lists and occasionally to mark clauses, although not always accurately.	**Across a range of writing** Full range of punctuation is generally used accurately to demarcate sentences. Syntax and punctuation within the sentence are generally accurate, including commas to mark clauses, when confined to straightforward sentence structures .	**Across a range of writing** Full range of punctuation consistently used accurately to demarcate sentences including speech punctuation. Syntax and punctuation within the sentence are accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted.

Writing Sentence structure	**In most writing** Reliance mainly on simply structured sentences, variation with support *e.g. some complex sentences* Correct use of simple connectives *and, but* Some variation of tense and verb form but not always used correctly. Ideas in sections grouped by content, some linking by simple pronouns. Movement between paragraphs/sections sometimes abrupt or disjointed.	**Across a range of writing** There is some variety in length, structure or subject of sentence. Correct use of simple connectives *if, when, because*. Some subordinating connectives. Variation of tense and verb form generally used correctly. Secure use of pronouns Understands the use of the apostrophe.	**Across a range of writing** There is generally evident a variety of sentence length, structure and subject and these are usually effective in providing clarity and emphasis. Correct use of some subordinating connectives e.g *if, when, because* throughout a text. Variation of tense and verb form used correctly	**Across a range of writing** Variety of sentence lengths, structures and subjects provides clarity and emphasis Wide range of connectives used to clarify relationship between ideas *e.g. although, on the other hand, meanwhile.* Some features of sentence structure used to build up detail or convey shades of meaning *e.g. variation in word order, expansions in verb phrases*
Writing Spelling	Can spell -regular and irregular verb endings, -nouns when 's' is added and 'e' -two syllable words with regular pattern e.g robber -phonemes with alternative spellings e.g ee, ea -spelling pattern-le	Can distinguish the spelling and meaning of common homophones Has developed a range of personal strategies for learning new and irregular words, synonyms and antonyms, irregular plurals	Can spell words containing -unstressed vowels -less common prefixes and suffixes such as im-, ir- and –cian. These are not always spelt correctly in independent writing texts.	Can spell words containing -unstressed vowels, -less common prefixes and suffixes such as im-ir-, -cian These are spelt correctly in independent writing texts -Can use what is known about prefixes and suffixes to transform words in terms of tense and meaning.