

## ENGLISH ATTAINMENT LEVELS

|                | <b>1. Speaking and listening</b>   | <b>2. Reading</b>  | <b>3. Writing</b>   |       |
|----------------|--|--|---|-------|
| <b>level 2</b> | I can talk confidently about things in my life.<br>I can communicate my ideas clearly.<br>I can listen carefully.  | I can read simple texts.<br>I can give my opinions on things that I have read.   | I can write stories, poems, scripts, letters & reports.<br>I can write in sentences.<br>I can spell simple words.   | Two   |
| <b>level 3</b> | I can follow the main points of a discussion.<br>I show that I listen carefully by talking and asking questions about what others have said.<br>I am starting to understand when people use standard English.                        | I can read stories, poems, and non-fiction.<br>I can give my opinion about characters and things that happen in stories, poems and non-fiction.<br>I can find information I need by getting the right book and finding the right place.                  | I can write clearly in an organised way.<br>I use interesting words when I write.<br>I use full stops, capital letters and question marks where they are needed.  | Three |
| <b>level 4</b> | I can explain my opinions clearly.<br>In class I regularly make useful comments, and ask searching questions.<br>I know the difference between slang and standard English, and I also know when people should use standard English.  | I can pick up clues and hints to understand more than what I am told by the writer.<br>I can use evidence from the text to explain my opinions.<br>I can find information from a range of texts.   | My vocabulary is adventurous, and I use words for effect.<br>I can create complex sentences using a range of connectives.<br>I can spell accurately.<br>My handwriting is joined and legible.                                     | Four  |
| <b>level 5</b> | I know how to use words and gestures for effect so that my talk is interesting.<br>I listen carefully to other people's ideas, and show respect for others' views.<br>I generally use standard English on all appropriate occasions. | I understand ideas in a text, which are not obvious.<br>I think carefully as I read and dig for meaning.<br>I can summarise a range of texts.<br>I can develop my own ideas about themes and characters.<br>I can comment on a writer's use of language. | I use a formal style where appropriate.<br>I use a range of sentence constructions and varied vocabulary to create effects.<br>My spelling and punctuation is accurate.<br>I can organise my ideas into a sequence of paragraphs. | Five  |
| <b>level 6</b> | I can adapt my vocabulary and expression according to the situation.<br>I take an active part in discussion and listen and respond thoughtfully to others' contributions.<br>I use standard English on all appropriate occasions.    | I understand ideas in a text, which are not obvious.<br>I think carefully as I read and dig for meaning.<br>I can summarise a range of texts.<br>I can develop my own ideas about themes and characters.<br>I can comment on a writer's use of language. | I use a formal style where appropriate.<br>I use a range of sentence construction and varied vocabulary to create effects.<br>My spelling and punctuation is accurate.<br>I can organise my ideas into a sequence of paragraphs.  | Six   |
| <b>level 7</b> | I use vocabulary precisely and organise my talk clearly.<br>I can assess others' ideas.<br>I can judge when I should lead a discussion, and when I should encourage others' to participate.  | I can analyse ways in which writers' structure their writing, convey their purposes and shape meaning by moulding language.  | I write confidently in a range of forms.<br>My vocabulary is effective and precise.<br>I use paragraphing and punctuation to make my ideas clear to the reader.   | Seven |
| <b>level 8</b> | I am a confident, articulate and perceptive speaker and listener.  | I can analyse and evaluate how writers achieve their effects by shaping language.  | I am a confident and controlled writer.   | Eight |

