

STAGE B - Writing

BL Writing - 'I can' statements			
STAGE BL	BL.1	BL.2	BL.3
Spelling	<ul style="list-style-type: none"> I can see how words are spelt. 	<ul style="list-style-type: none"> I can copy writing from other sources, e.g. charts, other students or the teacher's model. 	<ul style="list-style-type: none"> I can demonstrate knowledge of some sound-letter relationships.
Punctuation			<ul style="list-style-type: none"> I am aware of full stops and capital letters.
Editing	<ul style="list-style-type: none"> I can draw pictures about activities and events. 	<ul style="list-style-type: none"> I can copy from modelled examples. 	<ul style="list-style-type: none"> I can copy some words from lists using pictures. I can ask how to write a word.
Sentence/Grammar	<ul style="list-style-type: none"> I can write a short sentence, with help. 	<ul style="list-style-type: none"> I can begin to write a sentence with less teacher help. 	<ul style="list-style-type: none"> I can write a sentence, using some simple words.
Vocabulary	<ul style="list-style-type: none"> I can talk about my writing and my pictures using my oral vocabulary. 	<ul style="list-style-type: none"> I can watch the teacher write, so I can begin to write as much as my word knowledge allows. 	<ul style="list-style-type: none"> I can write in a way that shows the way I speak English.

Text cohesion	<ul style="list-style-type: none"> • I can understand that talking helps order my ideas before writing. 	<ul style="list-style-type: none"> • I can copy writing in order. 	<ul style="list-style-type: none"> • I can add to shared writing pieces. • I can follow a model to write simple texts.
Text/Genre structure	<ul style="list-style-type: none"> • I can copy writing. 	<ul style="list-style-type: none"> • I can copy writing from the classroom, other students or the teacher's model 	<ul style="list-style-type: none"> • I can copy a basic text with help.
Handwriting	<ul style="list-style-type: none"> • I can hold a pencil correctly. 	<ul style="list-style-type: none"> • I can use the pencil to draw. 	<ul style="list-style-type: none"> • I can use the pencil to draw a picture.

B1 Writing - 'I can' statements			
STAGE B1	B1.1	B1.2	B1.3
Spelling	<ul style="list-style-type: none"> • I can use drawings to show what I am thinking. • I can copy writing from charts, other students' writing and the teacher's writing. 	<ul style="list-style-type: none"> • I can show I understand some sounds and letters in my writing. • I can copy words or groups of words from lists or ask how to spell a word. 	<ul style="list-style-type: none"> • I can spell accurately some common words, e.g. the, and, is, it • I can sound out words to spell, e.g. evry • I can use charts, lists and word dictionaries to help me find words.

Punctuation	<ul style="list-style-type: none"> • I can copy the punctuation I see in other people's writing. 	<ul style="list-style-type: none"> • I can understand why punctuation needs to be used. 	<ul style="list-style-type: none"> • I can use capital letters and full stops correctly.
Editing	<ul style="list-style-type: none"> • I can talk about my writing and pictures. 	<ul style="list-style-type: none"> • I can show some planning before I write or draw. 	<ul style="list-style-type: none"> • I can rewrite my sentences and add or take away words to make more sense. • I can use a dictionary or word list to help me to find the correct spelling.
Sentence/Grammar	<ul style="list-style-type: none"> • I can watch others writing. 	<ul style="list-style-type: none"> • I can write or copy simple sentences. • I can use words like 'and' to join sentences. 	<ul style="list-style-type: none"> • I can use words such as 'after' and 'before' to join ideas. • I can write in the correct tense most of the time. • I can use the right words to say who I'm talking about. e.g. he, she, we.
Vocabulary	<ul style="list-style-type: none"> • I can use drawings as a way to explain things when I can't find the right words to write. 	<ul style="list-style-type: none"> • I can write simple sentences following my teacher's example. 	<ul style="list-style-type: none"> • I can spell some common words correctly. • I can look for the correct spelling by using dictionaries, word charts and spelling lists.

Text cohesion	<ul style="list-style-type: none"> • I can copy writing in order. 	<ul style="list-style-type: none"> • I can write simple descriptions, recounts and procedures in order. • I can write texts make sense. 	<ul style="list-style-type: none"> • I can write simple sentences and phrases that make sense • I can use words in my writing to show I understand time and order.
Text/Genre structure	<ul style="list-style-type: none"> • I can try to copy writing from other students, the teacher and from charts around the room. 	<ul style="list-style-type: none"> • I can understand that there are different reasons for writing. • I can write when the teacher shows me an example. 	<ul style="list-style-type: none"> • I can write based when I am shown an example. • I can use models to organise my writing. • I can use tables, lists and graphs to record information.
Handwriting	<ul style="list-style-type: none"> • I can write some letters I recognise. 	<ul style="list-style-type: none"> • I can begin to write letters correctly. 	<ul style="list-style-type: none"> • I can write some of my letters neatly.

B2 Writing - 'I can' statements			
STAGE B2	B2.1	B2.2	B2.3
Spelling	<ul style="list-style-type: none"> • I can spell new words using my own pronunciation. • I can write familiar words accurately. 	<ul style="list-style-type: none"> • I can accurately spell most commonly used words. 	<ul style="list-style-type: none"> • I can spell commonly used words and one and two syllable words with common patterns most of the time. • I can spell common words used in the classroom and use my knowledge of sounds and letter

			patterns to spell words I don't know
Punctuation	<ul style="list-style-type: none"> ● I can use full stops and capital letters sometimes. 	<ul style="list-style-type: none"> ● I can use full stops and capital letters and I know about question marks and exclamation marks. 	<ul style="list-style-type: none"> ● I can have a go at using commas, question marks and exclamation marks.
Editing	<ul style="list-style-type: none"> ● I need help to develop a plan before writing and to use the plan to help me write. 	<ul style="list-style-type: none"> ● I can use a plan with help. 	<ul style="list-style-type: none"> ● I can plan before writing by talking about my ideas in my first language or English. ● I can write a first copy checking for meaning and making changes after rereading or discussion. ● I can draw a picture to help explain my writing.
Sentence/Grammar	<ul style="list-style-type: none"> ● I can write with help but need to remember to add word endings. 	<ul style="list-style-type: none"> ● I can write sentences that make sense. 	<ul style="list-style-type: none"> ● I can write longer sentences using joining words. ● I can add -ed,-s or -ing to the end of words correctly. ● I can use words like: we, they, she, he, correctly.
Vocabulary	<ul style="list-style-type: none"> ● I can write words I know correctly. ● I can get more confident in my writing when I have a go at spelling harder words. 	<ul style="list-style-type: none"> ● I can spell common words correctly. ● I can write by myself but need help in adding some words. 	<ul style="list-style-type: none"> ● I can write by myself and need less teacher help changing my words or sentences. ● I can use harder words in my sentences more often.

Text cohesion	<ul style="list-style-type: none"> I can write simple sentences with words in the correct order. 	<ul style="list-style-type: none"> I can use words like: and, then, next, to order my writing so that it sounds right. 	<ul style="list-style-type: none"> I can separate my ideas in my writing I can use words to show time and order when writing about what I have done or how to do something. I can explain how I have ordered my ideas in my writing.
Text/Genre structure	<ul style="list-style-type: none"> I can use watch the teacher model writing to help me write longer pieces. I can write my own writing with some help. I can confidently try to speak and write in English. 	<ul style="list-style-type: none"> I can write imaginative and information texts with help in the classroom. <p>I can use details in my writing that help the reader understand the setting, time and place.</p>	
Handwriting	<ul style="list-style-type: none"> I can write all of my letters 	<ul style="list-style-type: none"> I can write all of my letters neatly. 	<ul style="list-style-type: none"> I can write all my letters neatly and use correct spacing between words.

B3 Writing - 'I can' statements			
STAGE B3	B3.1	B3.2	B3.3
Spelling	<ul style="list-style-type: none"> I can spell common words used in the classroom most of the time (>80%). 	<ul style="list-style-type: none"> I can accurately spell common words used in the classroom. 	<ul style="list-style-type: none"> I can spell most words accurately, however spelling

	<ul style="list-style-type: none"> • I can use my knowledge of sounds and letter patterns to spell unfamiliar words correctly (50-80%). • I have a good attempt at unfamiliar words.. 	<ul style="list-style-type: none"> • I can use my knowledge of sounds and letter patterns to spell unfamiliar words (<80%), with invented spelling still evident. • I can spell one- and two-syllable words with common patterns most of the time (>80%). 	unfamiliar words still needs work.
Punctuation	<ul style="list-style-type: none"> • I can sometimes use commas, question marks, exclamation marks correctly. (<50%) 	<ul style="list-style-type: none"> • I can often use commas, question marks, exclamation marks correctly. (50-80%) 	<ul style="list-style-type: none"> • I can use commas, question marks, exclamation marks correctly. (>80%)
Editing	<ul style="list-style-type: none"> • I can plan and make simple changes to my writing. 	<ul style="list-style-type: none"> • With help, I can make changes to my writing after the first copy is finished, e.g. checking spelling, punctuation and sentence structure. 	<ul style="list-style-type: none"> • I can talk about my writing and read it to check for errors to improve spelling, punctuation and sentence structure, e.g. using spell-check or a dictionary. • I can choose more interesting words to make my writing more interesting.
Sentence/Grammar	<ul style="list-style-type: none"> • I can use the right tense in my writing, with help. • I can use words such as ‘and, because, but, when’ to write a longer sentence. 	<ul style="list-style-type: none"> • I can use the right tense most of the time in my writing. 	<ul style="list-style-type: none"> • I can write sentences and paragraphs in the correct order. • I can use words to help link my ideas.

			<ul style="list-style-type: none"> ● I can write about people talking, using the correct punctuation such as talking marks.
Vocabulary	<ul style="list-style-type: none"> ● I can use more describing words in my writing to make it more interesting. ● I can use the correct words when completing different types of writing. 	<ul style="list-style-type: none"> ● I can write more interesting sentences. ● I can spell common words correctly. 	<ul style="list-style-type: none"> ● I can choose more interesting words to use in my writing. ● I can use joining words.
Text cohesion	<ul style="list-style-type: none"> ● I can use words to join my ideas in my writing. 	<ul style="list-style-type: none"> ● I can use new words and try new ways of writing sentences to make my writing flow.. 	<ul style="list-style-type: none"> ● I can write facts based on my personal experiences and things I know. ● I can write stories with a plot, setting and characters. ● I can write in order using paragraphs with sentences about things I know. or have done.
Text/Genre structure	<ul style="list-style-type: none"> ● I can write to show my writing is correctly set out. 	<ul style="list-style-type: none"> ● I can write more complicated types of writing in order. 	<ul style="list-style-type: none"> ● I can choose the type of writing that suits the reason why I am writing. ● I can write using features that suit that style of writing.

			<ul style="list-style-type: none"> ● I can write stories and be creative.
Handwriting	<ul style="list-style-type: none"> ● I can write uppercase and lowercase letters correctly. ● I can write uppercase and lowercase letters in their right size. ● I can space out my letters properly. 	<ul style="list-style-type: none"> ● I can correctly join most of my letters in my handwriting. 	<ul style="list-style-type: none"> ● I can use cursive writing correctly in my handwriting.

STAGE B - READING

BL Reading - 'I can' statements			
STAGE BL	BL.1	BL.2	BL.3
Text	<ul style="list-style-type: none"> ● I can recognise that English print is different to my own language. 	<ul style="list-style-type: none"> ● I can show interest in print and I can recognise some word charts, including my name. ● I can watch and listen as texts are read aloud and might join in. ● I can recognise and name some letters. 	<ul style="list-style-type: none"> ● I can read a wide range of familiar, short, simple, repetitive, fictional and everyday texts and complete simple tasks based on them. ● I can show an understanding that texts are written for a variety of purposes.

		<ul style="list-style-type: none"> ● I can recognise and read some English words. ● I can read some short, familiar texts that have been read a lot in class. ● I can hold a book correctly, sit and look at a book, turn the pages and look at pictures. 	<ul style="list-style-type: none"> ● I can show an understanding of how English sounds and symbols are related. ● I can read some familiar words and phrases. ● I can focus on illustrations when reading. ● I can use word lists and a personal dictionary to help me read new words.
Purpose of texts	<ul style="list-style-type: none"> ● I can think about my own learning skills that I have used to live in my own community. For example, observing, memorising and putting things into groups. 	<ul style="list-style-type: none"> ● I can participate in activities which focus on spelling and saying words correctly. 	<ul style="list-style-type: none"> ● I can recognise that meaning is carried by how I use my voice and I listen for important words and repeated words, when I read aloud.
Structure	<ul style="list-style-type: none"> ● I can see that reading in English is different from my own reading in my language. 	<ul style="list-style-type: none"> ● I can begin to show that I understand sound/symbol relationships of English. 	<ul style="list-style-type: none"> ● I can retell a simple familiar story and I can sequence the story using sentences and pictures.

B1 Reading - 'I can' statements			
STAGE B1	B1.1	B1.2	B1.3

Text	<ul style="list-style-type: none"> ● I can recognise some print and letters. ● I can show interest in books and pictures. ● I can match a sentence to its picture. 	<ul style="list-style-type: none"> ● I can read a short text. ● I can retell a simple familiar story. ● I can read some familiar words and phrases. ● I know that letters make sounds. ● I can name some letters and blends. ● I can look at the pictures and other things in a text. 	<ul style="list-style-type: none"> ● I can read a short known text. ● I can retell and predict the ending.
Purpose of texts	<ul style="list-style-type: none"> ● I know the reason why I need to use my reading behaviours ie. looking at a book correctly, when I am reading 	<ul style="list-style-type: none"> ● I can answer simple questions about the text. ● I can fill in the missing words in a sentence. ● I can retell a simple story. ● I know that books are written for different reasons. ● I can read words in a special way to show meaning. 	<ul style="list-style-type: none"> ● I can begin to understand the reason for headings, labels, diagrams, index, a glossary and contents
Structure	<ul style="list-style-type: none"> ● I can complete learning tasks with help. 	<ul style="list-style-type: none"> ● I can put sentences and pictures in order. 	<ul style="list-style-type: none"> ● I can use my knowledge of sounds, sight words and grammar to read

B2 Reading - 'I can' statements			
STAGE B2	B2.1	B21.2	B2.3

Text	<ul style="list-style-type: none"> ● I can read short texts by myself. ● I can read texts I don't know with a teacher. ● I can give my opinions about a book when a teacher shows me how. 	<ul style="list-style-type: none"> ● I can read texts I know with more confidence ● I can read texts I don't know with a teacher's help. ● I can talk about texts that I am reading. ● I can try and self correct as I read. 	<ul style="list-style-type: none"> ● I can predict and self correct using reading strategies. ● I can use expression when reading aloud. ● I can use simple references and time markers to sequence sentences.
Purpose of texts	<ul style="list-style-type: none"> ● I can understand why people write fictional and factual books. ● I can see differences between factual and fictional texts. 	<ul style="list-style-type: none"> ● I can show my understanding of different texts. ● I can use speech to understand meaning of texts. 	<ul style="list-style-type: none"> ● I can find the purpose and features of different texts. ● I can follow simple written instructions and questions.
Structure	<ul style="list-style-type: none"> ● I am learning more sounds that make up different words. 	<ul style="list-style-type: none"> ● I can use things (text features such as headings and diagrams) in the text to help me understand factual texts (with teacher support). 	<ul style="list-style-type: none"> ● I can read texts containing predictable structures and words with help from the teacher.

B3 Reading - 'I can' statements			
STAGE B3	B3.1	B3.2	B3.3

Text	<ul style="list-style-type: none"> ● I can read a range of simple texts. 	<ul style="list-style-type: none"> ● I can read harder books with help. ● I can make simple guesses about a text. 	<ul style="list-style-type: none"> ● I can read for a range of purposes. ● I can understand the organization of information in text. ● I can use appropriate language to talk about the structure and features of a text. ● I can recognize how conjunctions are used in a text.
Purpose of texts	<ul style="list-style-type: none"> ● I can identify important information on factual text with teacher help. 	<ul style="list-style-type: none"> ● I can understand the main idea of a text. 	<ul style="list-style-type: none"> ● I can identify main idea and specific information in texts. ● I can demonstrate understanding of the main idea and use key information when retelling or answering questions.
Structure	<ul style="list-style-type: none"> ● I can see the structure of different text types. 		<ul style="list-style-type: none"> ● I can demonstrate some awareness of how information is organised in texts.

STAGE B - Speaking and Listening

BL Speaking and Listening - 'I can' statements			
STAGE BL	BL.1	BL.2	BL.3
Social Language	<ul style="list-style-type: none"> • I can look and copy what other students are doing in the classroom in learning tasks. • I can try to talk with my teacher and students. 	<ul style="list-style-type: none"> • I understand that I need to use English. • I understand that we use different words to show manners. 	<ul style="list-style-type: none"> • I can speak simply with others in English. • I can speak in class using simple English. • I can ask simple questions.
Understanding of Language	<ul style="list-style-type: none"> • I can copy words without understanding their meaning. 	<ul style="list-style-type: none"> • I can use basic English in the classroom. 	<ul style="list-style-type: none"> • I can copy patterns such as rhymes, songs or stories.
Phonological Awareness	<ul style="list-style-type: none"> • I can copy words or phrases, without understanding their meaning. 	<ul style="list-style-type: none"> • I am becoming familiar with patterns in sounds. 	<ul style="list-style-type: none"> • I can use basic describing words, e.g. big.

Listening	<ul style="list-style-type: none">● I can listen to words and repeated groups of words.● I can listen to stories that have pictures.	<ul style="list-style-type: none">● I can listen to my peers and teacher speak English.● I can listen to simple sounds and words.	<ul style="list-style-type: none">● I can listen to and answer simple questions.
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B1 Speaking and Listening - 'I can' statements			
STAGE B1	B1.1	B1.2	B1.3
Social Language	<ul style="list-style-type: none"> ● I can smile and look at others when they speak to me. ● I can point to show what I want and need. ● I can use eye contact to get along with others. 	<ul style="list-style-type: none"> ● I can be understood by others. ● I can talk to others using simple words. 	<ul style="list-style-type: none"> ● I can speak to others using simple words. ● I can ask for something I need. ● I can have a simple conversation in English.
Understanding of Language	<ul style="list-style-type: none"> ● I can use English in the classroom ● I can use English in new situations. 	<ul style="list-style-type: none"> ● I can speak in a way that makes sense. ● I am beginning to understand past and present tense. ● I can ask questions. 	<ul style="list-style-type: none"> ● I can talk to others with help.
Phonological Awareness	<ul style="list-style-type: none"> ● I can recognise some sound patterns. 	<ul style="list-style-type: none"> ● I can use basic sentences to communicate. ● I can copy and repeat stories, songs and rhymes. ● I can use correct pronunciation. 	
Listening			<ul style="list-style-type: none"> ● I can follow instructions. ● I can answer simple questions.

B2 Speaking and Listening - 'I can' statements			
STAGE B2	B2.1	B2.2	B2.3
Social Language	<ul style="list-style-type: none"> • I can speak with other students in the classroom. • I can try to share my thoughts in classroom discussions. 	<ul style="list-style-type: none"> • I can speak with confidence. • I can participate in class and group activities. 	<ul style="list-style-type: none"> • I can ask and answer simple questions. • I can describe things that have happened in some detail.
Understanding of Language	<ul style="list-style-type: none"> • I can use simple joining words such as “and” and “but.” • I can try to use correct tense when speaking. 	<ul style="list-style-type: none"> • I can say some verbs in past tense. • I can use word endings such as “ing.” 	<ul style="list-style-type: none"> • I can describe people, places or things, using simple words. • I can use word endings such as adding “ed” and “ing” at the end of words.
Phonological Awareness	<ul style="list-style-type: none"> • I can sometimes use words that I know. 	<ul style="list-style-type: none"> • I can use words that I know. 	<ul style="list-style-type: none"> • I can use new vocabulary for activities or topics.
Listening	<ul style="list-style-type: none"> • I can use pictures and listen to the teacher to help me understand class discussions. 	<ul style="list-style-type: none"> • I can answer questions about things I know, with help from the teacher 	<ul style="list-style-type: none"> • I can understand instructions and things being explained to me.

B3 Speaking and Listening - 'I can' statements			
STAGE B3	B3.1	B3.2	B3.3
Social Language	<ul style="list-style-type: none"> I can sometimes interact confidently with others. 	<ul style="list-style-type: none"> I can interact confidently with others. 	<ul style="list-style-type: none"> I can use English in all activities.
Understanding of Language	<ul style="list-style-type: none"> I can contribute detailed ideas in classroom discussions. 	<ul style="list-style-type: none"> I can understand and respond to others in conversations. 	
Phonological Awareness	<ul style="list-style-type: none"> I can use sounds and blends to use words. 	<ul style="list-style-type: none"> I can use sounds and blends to use harder words. 	<ul style="list-style-type: none"> I can use sounds and blends to use challenging words.
Listening	<ul style="list-style-type: none"> I can listen to the teacher and other students. 	<ul style="list-style-type: none"> I can listen and contribute to others. 	

