

Languages in Common

Languages in common are new to the borough of Lewisham it is used to record several levels in Speaking, Listening, Reading and Writing. It is used to accurately assess early progress in English the QCA guidance provides step descriptors for assessing attainment in English before National Curriculum Level 1 (called Step 1 and Step 2) and two further descriptions for attainment within Level 1, these being Level 1 Threshold and Level 1 Secure.

Step 1 – New to English
 Step 2 – Beginner
 Level 1 Threshold – Becoming Familiar
 Level 1 Secure – Familiar

The stages of English fluency will be staying as they are; you will be required to set up and record the Languages in common against assessment areas. To do this you will need to go from the main screen into Assessments – General functions then into Assessment titles where you will need to set up an assessment called Languages in Common – Autumn you will need to do the same for Spring and Summer or use T1, T2 and T3, in the short description you can put LIC Autumn LIC Spring and LIC Summer. You will then need to go into Areas for assessment and set up the areas these will be:

LL – Listening level
 RL – Reading level
 SL – Speaking level
 WL – Writing level

Now we can go into Assessment events and set up the event.

In Assessment title select Languages in Common. In period or date enter the term and year you are inputting, in the completion date enter approximately when the testing was done. Select yes for levels and points. Please see example below.

Assessment Title:	Languages in Common					
Period or Date:	Spring 2009	Completion Date:	20 February 2009			
Includes:	Age Related Scores:	No	Levels:	Yes	Raw Scores:	No
	Standardised Scores:	No	Points:	Yes	Current:	Yes
Prediction Grid:						
Age Standardised Grid:						

When you exit you will get the option to base this assessment on another as this is your first time using this assessment say no (any future languages in common assessment you can say yes and base it on the previous one).

You will then be asked if you would like to set up some Assessment say yes to this message set up the areas LL, RL, SL and WL. The levels can now be loaded, you can do this either by pupil class or year group. For any child who surpasses these levels, you may use the national curriculum levels.

Languages in common stages and points values

- S1 = 3 points
- S2 = 5 points
- L1T = 7 points
- L1S = 9 points

If you would like to set up the points to be able to record the point progress you can go to from Assessments – Value Added – Points Value and add them in there.

Grids and Groups

You will need to set up Languages in Common as an assessment to view all of the levels for the terms to do this you will need to go to Assessments – Grids and Groups from here you will need to click on Grid Titles make your title Language in Common exit from here. Then go into Grid Columns Select Languages in Common. Label them in the order so you will put order 1 = 1, then the Assessment Title will be Language in Common – Autumn, The Assessment Area will be LL – Listening level, The Title will be LiC LL and the type will be levels you will need to carry out the process for the SL – Speaking Level, RL – Reading level and the WL – Writing level. Once you have completed this you will need to do the same process for Spring and Summer. An example is given below.

Order	Assessment Title	Assessment Area	Title	Sort	ASC/DESC
1	Languages in Common T1	SL - Speaking Level	SL		
Type:	Levels	Year:			
Grid:		Progress From:		To:	
2	Languages in Common T1	LL - Listening Level	LL		
Type:	Levels	Year:			
Grid:		Progress From:		To:	
3	Languages in Common T1	RL - Reading Level	RL		
Type:	Levels	Year:			
Grid:		Progress From:		To:	
4	Languages in Common T1	WL - Writing Level	WL		
Type:	Levels	Year:			
Grid:		Progress From:		To:	
5	Languages in Common T2	SL - Speaking Level	SL		
Type:	Levels	Year:			
Grid:		Progress From:		To:	
6	Languages in Common T2	LL - Listening Level	LL		

To produce a report – click on Grid Reports – select the whole school, year group or class you require then click Implement selection. This needs to be returned to Lewisham who will supply you with the return dates.



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A summary of the QCA Step Descriptors are below.

Assessment of speaking and listening - the extended scale for listening

Step 1: Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

Step 2: Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

NC Level 1 (Threshold): With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class

NC Level 1 (Secure): In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

Assessment of speaking and listening - the extended scale for speaking

Step 1: Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

Step 2: Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.

NC Level 1 (Threshold): Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

NC Level 1 (Secure): Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

Assessment of reading - the extended scale for reading

Step 1: Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

Step 2: Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.



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NC Level 1 (Threshold): Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

NC Level 1 (Secure): Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting.

Assessment of writing - the extended scale for writing

Step 1: Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

Step 2: Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

NC Level 1 (Threshold): Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

NC Level 1 (Secure): Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.



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