

## **Common European Framework for Languages (CEFR)**

The CEFR is intended to make it easier for educational institutions and employers to evaluate the language qualifications of candidates to education admission or employment.

The Common European Framework divides learners into three broad divisions that can be divided into six levels. For each level, it describes what a learner is supposed to be able to accomplish in reading, listening, speaking and writing.

A language user can develop various degrees of competence in each of these domains. To help describe them, the CEFR has provided a set of six Common Reference Levels: A1, A2, B1, B2, C1, C2.

### **Stage A- Basic User**

#### **A1- Beginner**

Newly arrived students with no or very little English, who will need a considerable amount of EAL support.

#### **A1- Early Acquisition- Becoming familiar with English**

Students may be more proficient orally which includes the ability to make themselves understood, and use the language for social purposes. However, they still require sustained support for developing reading and writing. Secondary students may or may not have well developed study skills, depending on previous educational experiences.

### **Stage B- Independent User**

#### **B1- Intermediate**

Students may participate in learning activities with increasing independence. They are able to express themselves orally in English, but structural inaccuracies are still apparent.

#### **B2 - Upper Intermediate**

Literacy will require on-going support, particularly for understanding text and writing. Students still require on going EAL support to access the curriculum fully.

## **Stage C- Proficient User**

### **C1- Advanced**

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Students need some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. They may also need some /occasional EAL support to access complex curriculum material and tasks.

### **C 2- Proficient**

A fluent user of English in most social and learning contexts. Students at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language and will continue to improve according to their age.

These stages represent broad bands of development. Teachers may feel that some students are 'between' stages or just entering or leaving a stage. Therefore, teachers may give a 'best fit' stage. We aim to assess targeted students every term.