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## English Language Learning (ELL) Policy

### Rationale

This policy sets out the aims, objectives and strategies of The Arcadia School with regard to meeting the needs and celebrating the skills of ELL pupils. Our teachers work to ensure that all ELL pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. The term ELL is used when referring to pupils whose first language is not English and who have very limited English that disengages them from communicating with their peers and other members of staff and prevents them from accessing the curriculum. ELL pupils are new to English and they are at the start of acquiring language skills to understand basic instructions or take part in basic conversations.

The day-to-day operation of the policy is the responsibility of the Head of ELL. The Principal, the SLT Members, the Head of Inclusion and the Head of ELL will work together closely to ensure that this policy is working effectively.

At Arcadia, high-quality teaching is used to differentiate and to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is a special educational provision and we will use our best endeavours to ensure that provision is made for those who need it within our staffing limitations.

The language of instruction at school is English, and therefore we are committed to doing our best to ensure that the necessary provision is made for any pupil who has English as an Additional Language.

### Aims

- To give all pupils the opportunity to overcome the language barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that ELL pupils bring to our school.
- To implement appropriate strategies to ensure that ELL pupils are supported in accessing the full curriculum.
- To support ELL pupils to be confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage ELL pupils to practise and extend their use of English.
- To encourage and enable parental support in improving pupils' language skills.



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## Objectives

- To enable pupils with ELL to have their needs met.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with ELL and to give appropriate provision in small groups, one-to-one interventions or in mainstream push-in support sessions.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with ELL.
- To monitor pupils' progress each term through their Individual Language Plan (ILP) in order to make decisions about classroom management and curriculum planning.
- To encourage good communication and genuine partnerships with parents of children with ELL.
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum for ELL pupils.
- To share expertise and good practice across the school.

## Language Acquisition Theories in Use

In the same way as children learn their first language, sequential bilingual learners must also learn how to use their newly acquired language accurately and appropriately. Second language development would appear to proceed in an orderly fashion. Researchers have discovered that there is a fairly common sequence of acquisition for second language learners across a range of languages and contexts. This language development has been modelled in a simple matrix. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS describes the development of basic linguistic repertoire in the second language whereas CALP describes the use of language in academic situations (Cummins, 1984). Correspondingly, we group our ELL learners.

As educators in an Apple Distinguished School, we consider technology to be a tool to assist us in teaching and delivering subject matter, Hence, the use of technology and the field of computer-assisted language learning (CALL) becomes a natural day-to-day activity. Computers around the school and students' personal i-Pads play three main roles: a tutor, a tutee and a tool (the three T's, Taylor, 1980). The tutor role is when small chunks of information are offered to our ELL learners and followed by a series of drills, practices and reinforcements (Skinner's behaviourist learning theory) as it secures the learners when they do frequent repetitions and drilling activities. Looking at the tutee role, the ELL learners usually teach the device by making mistakes and trying to fix them. That way the learners construct their own knowledge through experience (Piaget's constructivism theory of learning) using the adaptive technology intelligently. They can also develop their own sense of independence in learning. The final role of technology is the most popular one when it acts as a tool in the learning process. It is a broad role where technology is the means by which a task is achieved, such as writing essays, translating to a first language, looking up meanings, searching for pictures or creating videos.



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## Identifying and Supporting ELL Pupils

At Arcadia, ELL learners are assessed at the earliest opportunity using WIDA, which assesses both social and academic English language proficiencies. The academic English language includes: Language Arts, Mathematics, Science and Social Studies.

Following the assessment, the ELL learners are identified and grouped according to their linguistic needs, whether they were basic communicative needs (BICS: Basic Interpersonal Communication Skills) or age-appropriate academic needs (CALP: Cognitive Academic Language Proficiency). Hence, ELL learners are identified as follows:

<b>ELL-Beginner (ELL-B)</b>	<ul style="list-style-type: none"><li>Learners with no English</li><li>Learners with very basic language skills</li><li>Learners who score 0.0 → 2.9 in any of the WIDA Assessments</li><li>Learners who need to secure their BICS</li></ul>
<b>ELL-Advanced (ELL-A)</b>	<ul style="list-style-type: none"><li>Learners who have secured their BICS</li><li>Learners who have advanced and developed their English but still need support</li><li>Learners who score 3.0 → 4.9 in any of the WIDA Assessments</li><li>Learners who are in the process of developing their CALP</li></ul>
<b>ELL-Independent (ELL-I)</b>	<ul style="list-style-type: none"><li>Learners who have developed an equal competency level as same as their peers</li><li>Learners who do not need significant support in accessing the curriculum</li><li>Learners who score 5.0 and above in any of the WIDA Assessments</li><li>Independent learners of English who have secured their age-appropriate CALP</li></ul>

The identification process is finalised by creating an Individual Language Plan (ILP) for every ELL-B and ELL-A learner according to their year grouping (see Appendix 1). ILPs are generated to tailor the ELL provision that fits the individual needs of ELL-B and ELL-A learners, while ELL-I learners' progress and attainment to be monitored for one full academic year to secure their English proficiency level.





ILPs to include the following information:

1. **Personal information** about the learner, such as name, date of birth, languages spoken, CAT4 results (where applicable) and date of joining Arcadia.
2. **WIDA assessment report** and a brief description of the learner's proficiency level, along with what the learner "can do" and what the learner's "next step targets" are.
3. **Type of support required** to help the learner achieve language goals using a wide range of ELL strategies.

The Specialist ELL Teacher/Assistant Teacher contacts the parents and meets the classroom teacher to discuss their learner's ILP. ILPs to be reviewed at the end of every term following the assessment cycle below:

<b>First step</b>	<b>Beginning of the Academic Year</b>	Review previous year's ILP WIDA Screener to be used if needed
<b>Second step</b>	<b>End of term 1</b>	WIDA MODEL (writing task 1 as per year group) Review current ILP
<b>Third step</b>	<b>End of term 2</b>	WIDA MODEL (writing task 2 as per year group) Review current ILP
<b>Fourth step</b>	<b>End of term 3</b>	WIDA MODEL (writing task 3 as per year group) Review current ILP

Students, who are not identified during the admission process, can be referred by classroom teachers for an ELL Assessment using the ELL Referral Form (see Appendix 2) to ensure the student's eligibility for the ELL provision. This can happen at any time of the academic year and whenever the teacher is in doubt.





## ELL Provision

The Arcadian ELL Provision is given in one or all of the following three forms according to the learners' needs and the outcomes of the WIDA Assessment: in-class support (push-ins); out-of-class interventions (pull-outs); and 1-to-1 sessions. It is also designed to develop the English language proficiency levels that focus on:

- Phonology: the sound system of English
- Morphology: the forms and formation of words
- Syntax: the rules and structure of the English language
- Semantics: the meaning of language including general vocabulary and academic terminology
- Language functions: the purpose of the use of specific language
- Pragmatics: the appropriate use of the English language in various contexts

In order to adapt and adjust with the ELL learners' language development, the ELL provision changes with every assessment cycle and ILP review. Dates are as shown in the figure above.

## ELL Intensive Programme

The Arcadia Intensive ELL Programme is designed for absolute beginners (e.g. ELL-B) who join the school at any time of the academic year. It serves as an introduction to the English language, attending to its phonetical, morphological, syntactical, semantic and pragmatic features in order to lay a sound foundation for acquiring the language, where:

- Both elements of the language (grammar and vocabulary) to be integrated in every session;
- Both grammar and vocabulary are taught purposefully to be used in developing reading, writing, listening and speaking skills;
- A foundational, intensive phonics programme of letters and sounds to be implemented once every week to ensure the efficacy of writing and reading skills.

## Exit Criteria from ELL Provision

The WIDA Can Do Descriptors are properly aligned according to our ELL learners' academic identification (see the table below). If students score 5.0 or above in any of the WIDA assessments, this means that they are Independent ELL learners and not eligible for the designed ELL programme. However, those learners will be monitored for one full academic year to ensure the steadiness of their language development securely. This is done by checking their mainstream class results at the end of every term. Once the students have successfully passed the year at the expected academic level of their year group, their names will be taken off the ELL register.





Academic Identification	WIDA Assessment Score	WIDA Level	Level Descriptor
ELL Beginner ELL-B	0.0 → 2.9	1	<b>Entering</b> – Knows and uses minimal social language and minimal academic language with visual and graphic support
		2	<b>Emerging</b> – Knows and uses some social English and general academic language with visual and graphic support
ELL Advanced ELL-A	3.0 → 4.9	3	<b>Developing</b> – Knows and uses social English and some specific academic language with visual and graphic support
		4	<b>Expanding</b> – Knows and uses social English and some technical academic language
ELL Independent ELL-I	5.0 → 6.0 (no ceiling)	5	<b>Bridging</b> – Knows and uses social English and academic language working with grade level material
		6	<b>Reaching</b> – Knows and uses social and academic language at the highest level measured by this test

### Special Educational Needs & Disability and Gifted & Talented Pupils

ELL pupils are not regarded as pupils of determination, however, should SEND and/or G&T be identified, ELL pupils have equal access to the school's provision, that's additional to and different from ELL provision.

### Early Years Foundation Stage Provision for ELL Pupils

In the Early Years Foundation Stage, the School Curriculum helps ELL pupils by:

- Building on children's experiences of language at home and in the wider community, so that their developing use of English, as well as other languages, support each other in enabling children to be confident speakers.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- The daily repetition of stories and rhymes offers time for children to absorb a rich experience of spoken English.





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## Context

This policy was developed by the School Principal and appointed ELL Leader, based on current best practice in Academic Year 2020/2021. Further reviews will be undertaken involving all stakeholders and as part of our ongoing policy development cycle.

- **Links with other policies:** SEND Policy and English Policy
- **Policy Implementation:** September 2016
- **Policy Review Dates:** April 2021, December 2022, January 2024
- **Policy Responsibility:** Head of ELL
- **Board Review:** July 2021
- **Version:** 6



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## Appendix 1:

### ILP Sample



#### English as an Additional Language (EAL) Individual Language Plan (ILP) Cluster: Year 4 - Year 6



Name of Student:		Language(s):	
Class & Class Teacher:		CAT4 V/NV/MEAN: (if applicable)	V- / NV-
EAL B/A/I:	EALB -	Date of joining Arcadia:	Term 1 - 2018/2019 -

#### Individual Student Report

This report provides information about the student's scores on the WIDA for ELLs English language proficiency test. This test is used to measure students' progress in learning English. Scores are reported as language proficiency levels from 1.0 to 6.0.

Language Domain	Start Point September	End of Term 1 December	End of Term 2 March	End of Year June
Listening	1.0 -	1.0 -	1.0 -	1.0 -
Speaking	1.0 -	1.0 -	1.0 -	1.0 -
Reading	1.0 -	1.0 -	1.0 -	1.0 -
Writing	1.0 -	1.0 -	1.0 -	1.0 -
<b>Overall *</b> 35% Speaking + 35% Writing + 15% Listening + 15% Reading	1.0 -	1.0 -	1.0 -	1.0 -

Type of Weekly Support	1:1 <b>Yes -</b>	In-Class/Push-In <b>No -</b>	Group Pull-Out <b>Yes -</b>
	Frequency 2 -	Frequency 0 -	Frequency 5 -

Testing Accommodations	Read Texts	Read Questions	Read Challenging words	Scribe	Dictionary and/or Transiator	Explain Questions
<b>CAT4</b> *Absence of support is essential for results validity.	<b>No -</b>	<b>No -</b>	<b>No -</b>	<b>No -</b>	<b>No -</b>	<b>No -</b>
<b>Internal</b> APs (half termly cycles)	<b>Yes -</b>	<b>Yes -</b>	<b>Yes -</b>	<b>No -</b>	<b>Yes -</b>	<b>Yes -</b>
<b>External</b> GLs (PTE, PTM, PTS), PISA, TIMMS...etc)	<b>No -</b>	<b>Yes -</b>	<b>Yes -</b>	<b>No -</b>	<b>No -</b>	<b>Yes -</b>



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	<p><b>Secured Cycle 1: Sep</b> 1.0 -</p> <p><b>Secured Cycle2: Dec</b> 1.0 -</p> <p><b>Secured Cycle 3: Mar</b> 1.0 -</p> <p><b>Secured Cycle 4: Jun</b> 1.0 -</p> <p><b>Working-On Goals</b></p>	<p>S2.1 Ask simple, everyday questions (<i>Who is absent?</i>). S2.2 Restate content-based facts. S2.3 Describe pictures, events, objects, or people using phrases or short sentences. S2.4 Share basic social information with peers.</p> <p>S3.1 Answer simple content-based questions. S3.2 Re/tell short stories or events. S3.3 Make predictions or hypotheses from discourse. S3.4 Offers solutions to social conflict. S3.5 Present content-based information. S3.6 Engage in problem-solving.</p> <p>S4.1 Answer opinion questions with supporting details. S4.2 Discuss stories, issues and concepts. S4.3 Give content-based oral reports. S4.4 Offer creative solutions to issues/problems. S4.5 Compare/contrast content-based functions and relationships.</p> <p>S5.1 Justify/defend opinions or explanations with evidence. S5.2 Give content-based presentations with using technical vocabulary S5.3 Sequence steps in grade-level problem-solving. S5.4 Explain in detail results of inquiry (ex: scientific experiments)</p>	<p>In pairs or partners In triads or small groups In a whole group Using cooperative group (buddy) In-home language With internet (websites) or software programs:</p> <ul style="list-style-type: none"> <li>→ <b>Languagenut</b> <a href="https://www.languagenut.com/global/">https://www.languagenut.com/global/</a></li> <li>→ <b>Read Theory</b> <a href="https://readtheory.org">https://readtheory.org</a></li> <li>→ <b>The Brain Scoop</b> <a href="https://www.youtube.com/channel/UCx1xhxQyzR4TT6PmXO0khhQ/videos">https://www.youtube.com/channel/UCx1xhxQyzR4TT6PmXO0khhQ/videos</a></li> <li>→ <b>TED-Ed</b> <a href="https://www.youtube.com/user/TEDEducation/videos">https://www.youtube.com/user/TEDEducation/videos</a></li> <li>→ <b>Wow English</b> <a href="https://www.youtube.com/channel/UCx1xhxQyzR4TT6PmXO0khhQ/videos">https://www.youtube.com/channel/UCx1xhxQyzR4TT6PmXO0khhQ/videos</a></li> <li>→ <b>British Council: Learn English Kids</b></li> </ul>
	<p><b>Highlighting Key</b></p> <p><b>Secured Cycle 1: Sep</b> 1.0 -</p> <p><b>Secured Cycle2: Dec</b> 1.0 -</p> <p><b>Secured Cycle 3: Mar</b> 1.0 -</p> <p><b>Secured Cycle 4: Jun</b> 1.0 -</p> <p><b>Working-On Goals</b></p>	<p>R1.1 Match icons or diagrams with words/concepts. R1.2 Identify cognates from the first language, as applicable. R1.3 Make sound/symbol/word relations. R1.4 Match illustrated words/phrases in different contexts (ex: on the board, in a book).</p> <p>R2.1 Identify facts and explicit messages from illustrated text. R2.2 Find changes to root words in contexts. R2.3 Identify elements of story grammar (ex: characters, setting) R2.4 Follow visually supported written directions (<i>Draw a star in the sky.</i>)</p> <p>R3.1 Interpret information or data from charts and graphs. R3.2 Identify main ideas and some details. R3.3 Sequence events in stories or content-based processes. R3.4 Use context clues and illustrations to determine meaning of words/phrases.</p> <p>R4.1 Classify features of various genres of text (ex: and they lived happily ever after – fairy tales). R4.2 Match graphic organisers to different texts (ex: compare/contrast with Venn Diagram) R4.3 Find details that support main ideas. R4.4 Differentiate Between fact and opinion in narrative and expository text.</p> <p>R5.1 Summarise information from multiple related sources. R5.2 Answer analytical questions about grade-level text. R5.3 Identify, explain, and give examples of figures of speech.</p>	<ul style="list-style-type: none"> <li>→ <a href="https://www.youtube.com/channel/UC-qWJlvaPME3MWvY-vjXeA">https://www.youtube.com/channel/UC-qWJlvaPME3MWvY-vjXeA</a></li> <li>→ <b>Duolingo</b> <a href="https://www.duolingo.com">https://www.duolingo.com</a></li> </ul>
	<p><b>Highlighting Key</b></p> <p><b>Secured Cycle 1: Sep</b> 1.0 -</p> <p><b>Secured Cycle2: Dec</b> 1.0 -</p> <p><b>Secured Cycle 3: Mar</b> 1.0 -</p> <p><b>Secured Cycle 4: Jun</b> 1.0 -</p> <p><b>Working-On Goals</b></p>	<p>R5.4 Draw conclusions from explicit and implicit text at or near grade level.</p> <p>W1.1 Label objects, pictures, or diagrams from word/phrase banks. W1.2 Communicate ideas by drawing. W1.3 Copy words, phrases and short sentences. W1.4 Answer oral questions with single words.</p> <p>W2.1 Make lists from labels or from peers. W2.2 Complete/produce sentences from word phrase banks or walls. W2.3 Fill in graphic organisers, charts and tables. W2.4 Make comparisons using real-life or visually-supported materials.</p> <p>W3.1 Produce simple expository or narrative texts. W3.2 String related sentences together. W3.3 Compare /contrast content-based information. W3.4 Describe events, people, processes, procedures.</p> <p>W4.1 Take notes using graphic organisers. W4.2 Summarise content-based information. W4.3 Author multiple forms of writing (ex: expository, narrative, persuasive) form of models. W4.4 Explain strategies or use of information in solving problems.</p> <p>W5.1 Produce extended responses of original text approaching grade level. W5.2 Apply content-based information to new contexts. W5.3 Connect or integrate personal experiences with literature/content. W5.4 Create grade-level stories or reports.</p>	<ul style="list-style-type: none"> <li>→ <b>1. Not started</b></li> <li>→ <b>2. Not started</b></li> <li>→ <b>3. Not started</b></li> </ul>
<p><b>Review Dates</b></p>		<p><input type="checkbox"/> <b>Cycle 1: Sep → End of term 1</b></p> <p><input type="checkbox"/> <b>Cycle2: Dec → End of Term 2</b></p> <p><input type="checkbox"/> <b>Cycle 3: Mar → End of Term 3</b></p>	

**End of Year Summary**

[ELL ILP Folder Link](#)



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Appendix 2:



**EAL Assessment Referral Form**

**Referral of pupils learning English as an Additional Language**

Please complete the form and email it to Sandy Wilson, EAL Teacher. You need to complete all the red boxes with as much information as possible and follow this procedure:

1. Teacher observes the child for at least a week and completes the red boxes only.
2. Arrange a time with the EAL Teacher for an in-class observation followed by an initial assessment.
3. EAL Teacher completes the yellow boxes after assessing the child.

Name of pupil	
Year and Teacher	
Nationality of pupil	
Language(s) spoken at home	
CAT4 Verbal and Non-verbal scores (Y2 and above)	
Date pupil joined the school	day/month/year
Submission date of referral form	day/month/year
Tests administered results	
Admitted on (date)	day/month/year
Exited on (date)	day/month/year

- Please be reminded that the EAL support is reserved for children who have very little communicative competence (EAL-B Pupils). The primary purpose of the programme is to develop pupils' speaking and listening skills first before moving onto reading and writing.
- After referring the pupil, the EAL teacher will administer a WIDA screener test to the EAL pupils. This will help identify the pupil's areas for development and whether they need EAL support.

[ELL Assessment Referral Form Link](#)





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### Appendix 3:

### WIDA Can Do Descriptor Sample



## Can Do Descriptors Foundation Stage 2 & Year 1 by Domain and Proficiency Levels

By the end of each of the English proficiency levels 1-5 English language learners can...



\*\* there is no ceiling for level 6

	EAL-B Test Score: 0.0 2.9		EAL-A Test Score: 3.0 4.9		EAL-I Test Score: 5.0	
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>Listening</b>	L1.1 Match oral language to classroom and everyday objects. L1.2 Point to stated pictures in context. L1.3 Respond non-verbally to oral commands or statements (ex: through physical movement). L1.4 Find familiar people and places named orally.	L2.1 Sort pictures or objects according to oral instructions. L2.2 Match pictures, objects or movements to oral descriptions. L2.3 Follow one-step oral directions (ex: "stand up"; "sit down"). L2.4 Identify simple patterns described orally. L2.5 Respond with gestures to songs, chants, or stories modelled by teachers.	L3.1 Follow two-step oral directions, one step at a time. L3.2 Draw pictures in response to oral instructions. L3.3 Respond non-verbally to confirm or deny facts (ex: thumbs up, thumbs down). L3.4 Act out songs and stories using gestures.	L4.1 Find pictures that match oral descriptions. L4.2 Follow oral directions and compare with visual or nonverbal models (ex: Draw a circle under the line). L4.3 Distinguish between what happens first and next in oral activities or readings. L4.4 Role play in response to stories read aloud.	L5.1 Order pictures of events according to sequential language. L5.2 Arrange objects or pictures according to descriptive oral discourse. L5.3 Identify pictures/realia associated with grade-level academic concepts from oral descriptions. L5.4 Make patterns from real objects or pictures based on detailed oral descriptions.	L E V E L  6  R E A C H I N G
<b>Speaking</b>	S1.1 Identify people or objects in illustrated short stories. S1.2 Repeat words and simple phrases. Answer yes/no questions. S1.4 Name classroom and everyday objects.	S2.1 Restate some facts from illustrated short stories. S2.2 Describe pictures, classroom objects or familiar people using simple phrases. S2.3 Answer questions with one or two words (ex: "Where is Sonia?"). S2.4 Complete phrases in rhymes, songs and chants.	S3.1 Retell short narrative stories through pictures. S3.2 Repeat sentences from rhymes and patterned stories. S3.3 Make predictions (ex: "What will happen next?"). S3.4 Answer Explicit questions from stories read aloud (ex: who, what or where).	S4.1 Retell narrative stories through pictures with emerging detail. S4.2 Sing repetitive songs and chants independently. S4.3 Compare attributes of real objects (ex: size, shape, colour). S4.4 Indicate spatial relations of real-life objects using phrases or short sentences.	S5.1 Tell original stories with emerging detail. S5.2 Explain situations (ex: involving feelings). S5.3 Offer personal opinions. S5.4 Express likes, dislikes, or preferences with reasons.	
<b>Reading</b>	R1.1 Match icons and symbols to corresponding pictures. R1.2 Identify name in print. R1.3 Find matching words or pictures. R1.4 Find labelled real-life classroom objects.	R2.1 Make examples of the same form of print. R2.2 Distinguish between same and different forms of print (ex: single letters and symbols). R2.3 Demonstrate concepts of print (ex: left to right movement, beginning/end, top/bottom of page). R2.4 Match labelled pictures to those in illustrated scenes.	R3.1 Use pictures to identify words. R3.2 Classify visuals according to labels or icons (ex: animals v. plants). R3.3 Demonstrate concepts of print (ex: title, author, illustrator). R3.4 Sort labelled pictures by attribute (ex: number, initial sound).	R4.1 Identify some high-frequency words in context. R4.2 Order a series of labelled pictures described orally to tell stories. R4.3 Match pictures to phrases/short sentences. R4.4 Classify labelled pictures by two attributes (ex: size and colour).	R5.1 Find school-related vocabulary items. R5.2 Differentiate between letters, words, and sentences. R5.3 String words together to make short sentences. R5.4 Indicate features of words, phrases or sentences that are the same and different.	
<b>Writing</b>	W1.1 Draw pictures and scribble. W1.2 Circle underline pictures, symbols and numbers. W1.3 Trace figures and letters. W1.4 Make symbols, figures or letters from models and realia (ex: straws, clay).	W2.1 Connect oral language to print (ex: language experience). W2.2 Reproduce letters, symbols, and numbers from models in context. W2.3 Copy icons of familiar environmental print. W2.4 Draw objects from models and label with letters.	W3.1 Communicate using letters, symbols and numbers in context. W3.2 Make illustrated "notes" and cards with distinct letter combinations. W3.3 Make connections between speech and writing. W3.4 Reproduce familiar words from labelled models or illustrations.	W4.1 Produce symbols and strings of letters associated with pictures. W4.2 Draw pictures and use words to tell a story. W4.3 Label familiar people and objects from models. W4.4 Produce familiar words/phrases from environmental print and illustrated text.	W5.1 Create content-based representations through pictures and words. W5.2 Make "story books" with drawings and words. W5.3 Produce words/phrases independently. W5.4 Relate everyday experiences using phrases/short sentences.	

[Arcadia-WIDA Can Do Descriptors Folder Link](#)



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