

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels	
			Text structure	Grammatical features	Vocabulary	Writing conventions		B2/B3	C2/C3
4	<ul style="list-style-type: none"> flexible expression of intention and possibility understanding of/appeal to reader/audience meaning consistently clear elaborated description of future self clear expression of future plans, desires, ambitions expresses personal stance or voice 	<ul style="list-style-type: none"> convincing future scenario genre interesting personal details logical sequence of ideas 	<ul style="list-style-type: none"> clear text structure text closure, concluding statement paragraphs based on idea units personal and possessive pronoun reference varied connectives 	<ul style="list-style-type: none"> simple, compound and complex sentences relative clauses consistent subject-verb agreement present, future and future continuous tense verbs forms varied future forms – <i>I would ... , I could ...</i> varied sentence patterns elaborated clauses of reason, purpose extended noun groups varied time phrases appropriate articles 	<ul style="list-style-type: none"> topic specific vocabulary personal, possessive and relative pronouns qualifying words and phrases complex conditionals and modal verb forms colloquial language 	<ul style="list-style-type: none"> correct spelling of topic-specific vocabulary frequent attempts at complex spelling correct punctuation correct upper and lower case 	<ul style="list-style-type: none"> flexible use of framework to plan and elaborate ideas little or no use of teacher support to complete writing uses word attack skills for spelling use of references to extend vocabulary range in writing makes use of self, peer and teacher feedback to improve writing 		
3	<ul style="list-style-type: none"> understanding of text purpose reader/audience relevant information meaning mostly clear elaborated ideas identifiable personal stance or voice 	<ul style="list-style-type: none"> appropriate future scenario genre relevant personal details identifiable sequence of ideas introductory future time frame 	<ul style="list-style-type: none"> identifiable paragraphs text structure and progression cohesion through repeated phrases, cohesive markers extended description simple connectives 	<ul style="list-style-type: none"> control of limited grammatical repertoire elaborated clauses of reasons, situations modals to express possibility – <i>I might be ... , maybe I ...</i> simple, compound and complex sentences regular subject-verb agreement simple and future continuous tense verb forms mostly appropriate article use 	<ul style="list-style-type: none"> topic-specific vocabulary personal possessive pronouns correct conditional and modal verb forms colloquial language 	<ul style="list-style-type: none"> correct spelling of high frequency words some attempts at more complex spelling consistent basic punctuation consistent upper and lower case 	<ul style="list-style-type: none"> use of text framework to plan and communicate own ideas selective use of teacher support common grammatical patterns attempted spelling of challenging words independent use of dictionaries to check spelling makes use of peer and teacher feedback to improve writing self-corrects writing 		
2	<ul style="list-style-type: none"> understanding of text purpose modelled sentences expressing simple messages meaning sometimes unclear relevant information 	<ul style="list-style-type: none"> identifiable extended projection personal details described discrete but relevant ideas some attempt to sequence ideas introductory future time frame 	<ul style="list-style-type: none"> some control of text structure elements – introduction, final comments repetitive text structure text structure reflects teacher scaffolding 	<ul style="list-style-type: none"> simple and compound sentences simple future and present tense verb forms run-on sentences simple clauses of reason – <i>Because I will be ...</i> variable subject-verb agreement variable adjective-noun word order articles may not be correct 	<ul style="list-style-type: none"> relevant topic vocabulary modal verb forms pronoun references 	<ul style="list-style-type: none"> correct letter forms correct spelling of familiar words phonetic spelling variable punctuation variable upper and lower case 	<ul style="list-style-type: none"> use of text model/framework to plan and scaffold writing use of teacher support to complete writing repetition of sentence patterns/formulas use of L1 sentence patterns uses print environment to write familiar words phonetic or assisted spelling of unfamiliar words assisted use of dictionary to check spelling makes use of teacher feedback to improve writing 		
1	<ul style="list-style-type: none"> understanding of the task expresses a simple message short text with unconnected sentences 	<ul style="list-style-type: none"> identifiable personal future discrete ideas simple introductory sentence 	<ul style="list-style-type: none"> some control of text structure elements short text 	<ul style="list-style-type: none"> based on oral speech patterns simple sentences incomplete sentences some subject-verb agreement simple future tense verb forms coordinating conjunctions time phrases frequent grammatical errors omitted articles 	<ul style="list-style-type: none"> known words some vocabulary confusion basic relevant vocabulary – common careers and aspirations 	<ul style="list-style-type: none"> correct letter forms correct spelling of some familiar words appropriate use of upper and lower case basic punctuation 	<ul style="list-style-type: none"> close or extensive use of text model/framework to plan and scaffold writing extensive use of teacher support to complete writing accurate copying of words, phrases, sentences attempted phonetic spelling 		