

Level of accomplishment	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		BL/CL	B1/C1	A2/B2
4	<ul style="list-style-type: none"> Shows understanding of task and can Includes relevant information to support purpose of rules Shows an awareness of audience Can frame rules in both positive and negative language 	<ul style="list-style-type: none"> Expresses opinions and is able to give a detailed reason or explanation for them Able to report on the opinions others and give detailed reasons for them 	<ul style="list-style-type: none"> Extends on teachers' model of text structure in writing Uses a range of conjunctions – <i>but, because, to extend sentences</i> 	<ul style="list-style-type: none"> Consistent subject-verb agreement in complex sentences Uses a range of simple and possessive pronouns Uses different adjectives – <i>sweet</i> Uses more sophisticated negatives – <i>dislike, hate</i> 	<ul style="list-style-type: none"> Includes an extended range of vocabulary, food, places and activities 	<ul style="list-style-type: none"> Handwriting clear and well-spaced Basic punctuation – full stops, capital letters to start a sentence, commas Spelling shows understanding of common sound-letter relationships in English Conventional spelling of high frequency words – <i>because, some, one</i> Some topic specific words spelled correctly Consistent letter formation 	<ul style="list-style-type: none"> Plans writing before beginning – writing centred on page, sentences spaced out Uses classroom resources to check spelling of topic specific vocabulary Self corrects on rereading, adds missing words and additional/clarifying information Uses peer and teacher feedback to improve writing 			
3	<ul style="list-style-type: none"> Shows understanding of task and can simply compare and contrast own likes and dislikes Uses modelled sentences to express simple messages, including reason 	<ul style="list-style-type: none"> Expresses opinions and is able to give a brief reason/explanation for them Able to report on the opinions others and give a reason for them 	<ul style="list-style-type: none"> Uses teachers' model of text structure as a basis for writing Uses simple conjunctions -- <i>but, and, to extend sentences</i> 	<ul style="list-style-type: none"> Consistent subject-verb agreement in simple sentences Uses simple and possessive pronouns Uses common adjectives – <i>colours</i> Uses simple negatives – <i>don't</i> 	<ul style="list-style-type: none"> Includes commonly used vocabulary, food, pastimes, and activities 	<ul style="list-style-type: none"> Mostly correct letter formation Plausible attempts to spell unknown words Conventional spelling of simple high frequency words – <i>and, to, me</i> Appropriate use of upper case at the start of a sentence 	<ul style="list-style-type: none"> Shows some evidence of planning how to place the writing on the page Asks for clarification of the task Relies on classroom resources to check spelling, uses sentence starters 			
2	<ul style="list-style-type: none"> Shows some understanding of task and provides information about a partner Attempts own sentences based on the model Short text of one or two rules May not include reasons Able to read own writing 	<ul style="list-style-type: none"> Expresses opinions but not yet able to give a reason/explanation Able to report on the opinions others but not reasons for them 	<ul style="list-style-type: none"> Follows teachers' model of text structure Uses simple conjunction formulaically to extend sentences – <i>and, but</i> 	<ul style="list-style-type: none"> Short sentences Subject-verb agreement not yet consistent Simple common pronouns Starting to use adjectives Uses simple modelled negatives – <i>don't</i> 	<ul style="list-style-type: none"> Some common vocabulary, food, drinks, classroom activities 	<ul style="list-style-type: none"> Spells the same word throughout the text Basic attempts at phonetic spelling, initial or final letters Form and use of upper and lower case letters may not be correct 	<ul style="list-style-type: none"> Checks ideas with teacher before writing – <i>write like this?</i> Asks teacher how to spell a word, asks for a word in English Largely reliant on modelled or shared writing as a starting point 			
1	<ul style="list-style-type: none"> Shows a basic understanding of task Copied sentences express a simple message Short text, sentences may be incomplete May not be readable Reading of own writing may not match what has been written 	<ul style="list-style-type: none"> Not yet able to express opinions Not yet able to report on the opinions of others 	<ul style="list-style-type: none"> Follows teachers' model of text structure beginning Not yet using conjunctions beyond using <i>and</i> to make a list – <i>I like play and swim and ball and ...</i> 	<ul style="list-style-type: none"> Incomplete short sentences Subject-verb agreement not yet apparent Not yet using adjectives Copies simple modelled negatives – <i>don't</i> 	<ul style="list-style-type: none"> Little vocabulary not modelled by the teacher 	<ul style="list-style-type: none"> Text may not written left to right May not copy correctly Letter formation often not conventional Letters may not 'sit' on a line Mix of upper and lower case letters Some sounds and words/phrases difficult to identify 	<ul style="list-style-type: none"> Copies teacher-modelled language patterns and vocabulary Relies on teacher support to complete writing – asks how to write something May use illustrations to add detail, clarify 			