

| | Communication | Cultural conventions | Linguistic structures and features | | | | Strategies | EAL curriculum levels | | |
|---|--|---|--|---|---|--|--|-----------------------|----------|--|
| | | | Text structure | Grammatical features | Vocabulary | Writing conventions | | A1/B1/B1/CL/C1 | A2/B2/C2 | |
| 4 | <ul style="list-style-type: none"> Dialogue shows an in-depth understanding of the story Dialogue covers several exchanges between the characters Some detail or elaboration of imaginative elements that go beyond the original story Text is more personally constructed and less reliant on the original text elements | <ul style="list-style-type: none"> Text layout indicates some preplanning to ensure the text can fit the speech bubbles Dialogue shows appropriate levels of manners and politeness | <ul style="list-style-type: none"> Clear dialogic elements – questions and answers, exchange of ideas | <ul style="list-style-type: none"> Present tense – <i>Make my food and wash my clothes</i> Generally correct use of imperatives – <i>wash, cook</i> Extended phrases and sentences – <i>we are sorry, we will do all the job</i> First and second person pronouns – I, me, you, he, she | <ul style="list-style-type: none"> Appropriate topic and story specific vocabulary – Verbs: <i>wash, cook</i>; Nouns: <i>clothes, food</i> | <ul style="list-style-type: none"> Handwriting clear and well-spaced Basic punctuation – full stops, capital letters to start a sentence Spelling shows strong understanding of sound-letter relationships in English – <i>wosh, hangery, bake (back)</i> Usually correct letter formation | <ul style="list-style-type: none"> Plans writing before beginning Uses a range of strategies to spell words – asks a friend, uses classroom resources, writes a word to see how it looks Self corrects on rereading, inserts missing words, adds additional or clarifying information Uses peer and teacher feedback to improve writing Rewrites correct text with minimal assistance | | | |
| 3 | <ul style="list-style-type: none"> Dialogue shows what the student has understood from the story Dialogue shows additional imaginative story dimensions Dialogue includes details from the story text Fully readable | | | <ul style="list-style-type: none"> Mostly in short but grammatically correct sentences – <i>please come back</i> | | <ul style="list-style-type: none"> Conventional spelling of high frequency words – <i>and, me, you</i> Mostly correct letter formation Appropriate use of upper case at the start of a sentence Correct basic punctuation | <ul style="list-style-type: none"> Uses classroom resources to check spelling of topic specific vocabulary Asks for clarification of the task Corrects or adds additional information to the text after reading to the teacher Can write some of the new information with minimal support | | | |
| 2 | <ul style="list-style-type: none"> Dialogue shows a basic/conventional understanding of the story Limited ability to write dialogue beyond formulaic or modelled text Small amount of text, which may replicate dialogue already in the story Dialogue appropriate to the characters Over-reliance on the model provided Mostly readable | <ul style="list-style-type: none"> Text mostly within the speech bubbles Text sized to fit into speech bubbles | | <ul style="list-style-type: none"> Reliance on the modelled text – PLEASE come back | | <ul style="list-style-type: none"> Attempts at spelling more plausible – <i>mak, mec = miss</i> Spells the same word the same way throughout the text Use of upper and lower case letters may not be conventional Some punctuation | <ul style="list-style-type: none"> Check ideas with teacher before writing – <i>write like this?</i> Asks the teacher how to spell a word, asks for a word in English Adds some additional information to the text when reading it to the teacher | | | |
| 1 | <ul style="list-style-type: none"> Limited ability to provide dialogue Dialogue shows understanding of the task and the need to write what the characters said Can only manage a small amount of writing May not be able to read their reading Reading of their own writing may not match what has been written May not be readable | <ul style="list-style-type: none"> Text may not be placed so that it is read in a left to right or top to bottom direction May not be able to copy text accurately Text may not be in speech bubbles | <ul style="list-style-type: none"> Ideas in the speech bubbles may not relate to each other or to the story | <ul style="list-style-type: none"> One or two word fragments or formulaic phrases, cueing from text model provided – <i>come back, cook food</i> | <ul style="list-style-type: none"> Basic topic and story specific vocabulary | <ul style="list-style-type: none"> May not copy correctly Letter formation often not conventional Letters may not 'sit' on a line Mix of upper and lower case letters Basic attempts at phonetic spelling – <i>poole = please= talk, w = we</i> Some words/letters difficult to identify | <ul style="list-style-type: none"> Copies Rely on teacher modelled language patterns and vocabulary Relies on teacher support to complete writing – asks how to write something, or to label a diagram Attempts basic phonetic spelling for unknown words – <i>poole</i> for <i>please</i> Relies on the story text for ideas | | | |