

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