

Level of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A1/BL/CL	B1/C1	A2/B2
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Demonstrates good understanding of the task</li> <li>• Meaning consistently clear</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the text type and purpose</li> <li>• Sustains rhyme and rhythm throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent control of text structure elements</li> <li>• Cohesion through repeated phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate use of regular and irregular past tense verbs forms</li> <li>• Consistent use of subject-verb-object patterns</li> <li>• Consistent subject-verb agreement</li> <li>• Appropriate use of common prepositions</li> <li>• Few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of topic specific vocab: action verbs, adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Correct spelling of high frequency words</li> <li>• Attempts complex spelling</li> <li>• Appropriate use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the structure and language of the modelled text and task to own writing</li> <li>• Little or no use of teacher support to complete writing</li> <li>• Clarifies the task before beginning</li> <li>• Uses word attack skills for spelling</li> <li>• Uses self, peer and teacher feedback to improve writing</li> <li>• Self-corrects on re-reading</li> </ul>			
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Understands most elements of the task</li> <li>• Meaning generally clear</li> <li>• Illustrations add meaning to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the text type and purpose but may not conform to the framework given</li> <li>• Generally sustains rhyme and rhythm throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Varying control of key text structure elements</li> <li>• Stanzas may be completed without a framework</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly appropriate use of regular and irregular past tense verb forms</li> <li>• Some appropriate use of common prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Wider range of topic vocabulary – pterodactyl, dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• Correct spelling of high frequency words</li> <li>• Attempted spelling of challenging words</li> <li>• Some basic punctuation – full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the structure and language of the modelled text and task in own writing</li> <li>• Some use of teacher support to complete writing</li> <li>• Clarifies the task before beginning</li> <li>• Attempted spelling of challenging words</li> <li>• Independent use of dictionaries to check spelling</li> <li>• Uses peer and teacher feedback to improve writing</li> <li>• Assisted self-correction on re-reading</li> </ul>			
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Seems to understand the task</li> <li>• Meaning not always clear</li> <li>• Illustrations used to express meaning and add detail</li> <li>• Vocabulary chosen relates to a theme – dinosaurs, sea creatures</li> <li>• Illustrations relevant to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Text shows some understanding of the text type and purpose</li> <li>• Includes a title</li> <li>• Includes conventional ending</li> <li>• Some evidence of using rhyme and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Writing shows some control of key text structure elements</li> <li>• Completes several stanzas on the framework given</li> <li>• Provides an appropriate ending</li> </ul>	<ul style="list-style-type: none"> <li>• Variable regular and irregular past tense verb forms</li> <li>• Some use of common adjectives</li> <li>• Errors in use of common prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant topic vocab – <i>fish, swim, birds, fly</i></li> </ul>	<ul style="list-style-type: none"> <li>• Correct letter forms</li> <li>• Variable spelling of familiar words</li> <li>• Phonetic spelling</li> <li>• Variable punctuation</li> <li>• Upper case used to signal sentence beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• Uses teacher support to complete writing</li> <li>• Uses print environment to spell familiar words</li> <li>• Assisted spelling of unfamiliar words</li> <li>• Accurate copying of words, phrases, sentences</li> <li>• Uses personal dictionary to check spelling</li> <li>• Uses teacher feedback to improve some aspects of writing</li> </ul>			
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Text shows a basic understanding of the task</li> <li>• May retell the original story rather than produce an innovation on the story</li> <li>• Illustrations may not be relevant to the text</li> <li>• Follows teacher model</li> <li>• <b>Meaning often unclear</b></li> <li>• Can read back their own text</li> </ul>	<ul style="list-style-type: none"> <li>• Response shows little understanding of the text type and purpose</li> <li>• Layout of the text on the page may not follow left right, top of page to bottom of the page placement</li> <li>• Brief, simple innovation, using conventional ideas</li> <li>• <b>Little or no elaboration</b></li> <li>• <b>Lacks appropriate rhyme and rhythm</b></li> </ul>	<ul style="list-style-type: none"> <li>• May not use the structure of the given framework</li> </ul>	<ul style="list-style-type: none"> <li>• Some appropriate present tense verb forms run away, swim/swims</li> <li>• Incomplete sentences</li> <li>• Frequent grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Limited topic vocab</li> <li>• Common nouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Some correct letter forms</li> <li>• Variable use of upper and lower case</li> <li>• Some high frequency words spelled correctly</li> <li>• Attempted, phonetic spelling of high frequency words</li> <li>• Little punctuation</li> <li>• Variable letter formation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only basic elements of text model/ framework to plan and guide writing</li> <li>• Strong reliance on teacher modelled language patterns and vocabulary</li> <li>• Relies on teacher support to complete writing</li> <li>• Attempts phonetic spelling for unknown words</li> <li>• Looks up words to check spelling</li> <li>• Asks teacher for a word in English</li> </ul>			