

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