

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A2/B1/C1	B2/C2	
Level 4	<ul style="list-style-type: none"> Describes topics of learning Elaborates details of what has been learned within topics Provides details about the extent of learning Describes learning activities, processes and tasks in detail Describes learning resources Names specific topics and content for desired future learning with reasons 	<ul style="list-style-type: none"> Consistent use of report conventions of impersonal description and style Personal voice used appropriately when required 	<ul style="list-style-type: none"> Depersonalised heading for report e.g. <i>My recent learning at school</i> Sentences grouped in cohesive paragraphs using topic sentences 	<ul style="list-style-type: none"> Largely successful use of a range of different sentence structures, including simple, complex and compound sentences Successful use of listing sentences Wide range of tenses used including simple present, simple past, 'going to' future Generally accurate use of relevant tenses A variety of adjectives and adverbs to elaborate and add precision 	<ul style="list-style-type: none"> Use of appropriate subject and topic vocabulary Vocabulary for learning skills and processes Appropriate use of both personal and impersonal pronouns Frequent use of adjectives and adverbs 	<ul style="list-style-type: none"> Mostly appropriate capitalisation and punctuation Few spelling errors Very clear legible script 	<ul style="list-style-type: none"> Independent construction of the text Checking and revision of draft while writing or after drafting 			
Level 3	<ul style="list-style-type: none"> Names topics of learning Provides details of learning within learning topics Comments on the extent of learning Describes specific learning activities, possibly describing resources Identifies topic of future learning with some indication of specific content 	<ul style="list-style-type: none"> General use of report conventions of impersonal description and style Some appropriate use of personal reporting 	<ul style="list-style-type: none"> Heading for report with personal style e.g. <i>What I Learned at school</i> Sentences grouped in paragraphs, but sometimes lacking cohesive elements such as topic sentences 	<ul style="list-style-type: none"> Attempts to use a variety of sentence structures, not always successfully Attempts to list topics, but not necessarily successfully Uses a variety of tenses, but with errors of use e.g. using the wrong tense, or formation e.g. <i>writed</i> Uses some adverbs and adjectives to elaborate and add emphasis 	<ul style="list-style-type: none"> Generally appropriate use of subject and topic vocabulary with some everyday words Some use of appropriate vocabulary for learning resources and processes Some use of adjectives and adverbs General use of impersonal pronouns 	<ul style="list-style-type: none"> Generally appropriate capitalisation and punctuation Mostly accurate spelling Clear and legible script 	<ul style="list-style-type: none"> Mainly independent construction of the text May self-correct and experiment with spelling of some words while writing 			
Level 2	<ul style="list-style-type: none"> Names topics and general content of learning Provides some details about what was learned Provides general comment about extent of learning Names some general learning activities Names a topic of interest for future learning 	<ul style="list-style-type: none"> Personal recount with few elements of impersonal style 	<ul style="list-style-type: none"> Heading for report with personal connection e.g. <i>what I learned with Ms R....</i> Sentences grouped together to show connection, but few cohesive elements such as topic sentences 	<ul style="list-style-type: none"> Uses present and past tenses, but with errors of use (the wrong tense used) and formation e.g. <i>writ, learnrd</i> May use some complex verb phrases e.g. <i>it helped me to learn</i> Attempts different sentence structures for different parts of the report 	<ul style="list-style-type: none"> Use of some topic specific vocabulary Little use of impersonal pronouns 	<ul style="list-style-type: none"> Use of capital letters and full stops to mark sentences Uses identifiable letters and writing Word boundaries clearly marked Recognisable spelling for high frequency words Attempted phonetic spelling for some unfamiliar words 	<ul style="list-style-type: none"> Use of prompt is evident in structure of the text Draws on some familiar sentence structures to compose text 			
Level 1	<ul style="list-style-type: none"> Names topic and provides brief statements about some details learned Limited description of learning activities Broad statement of topic of interest for future learning 	<ul style="list-style-type: none"> Writing is a personal record or account 	<ul style="list-style-type: none"> No heading Sequence of single sentences with a new line for each 	<ul style="list-style-type: none"> Sentences follow a limited number of simple and repetitive structures e.g. <i>I have learned..., At school I do...</i> Simple present tense used in most sentences, without past tense marking of completed learning activities May use formulaic patterns in response to prompts in writing task e.g. <i>I would like to learn ..</i> in response to prompt <i>What would you like to learn?</i> 	<ul style="list-style-type: none"> Some everyday vocabulary Some topic vocabulary Personal pronouns used 	<ul style="list-style-type: none"> Uses mostly identifiable letters Attempts capitalization, but not always full stops No paragraph layout Largely phonetic spelling Word boundaries not always evident 	<ul style="list-style-type: none"> Depends on more experienced person (teacher, or aide) for guidance and support Draws on a known or familiar structure to produce text Uses prompt sheet to aid construction of final text 			