

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A1, B1, CL	A2, B1, C1	B2, C2
4	<ul style="list-style-type: none"> <li>demonstrates a clear understanding of text type and purpose</li> <li>meaning consistently clear and texts fluently expressed</li> <li>includes key elements of the original story</li> <li>orientates the reader with key relevant details</li> <li>includes a balanced elaboration and sequencing of events</li> <li>extended retelling</li> <li>more detailed evaluative statements</li> </ul>	<ul style="list-style-type: none"> <li>appropriate narrative framework</li> <li>inclusion of effective basic dialogue</li> <li>conventional story telling phrases – once upon a time, one day, they lived happily ever after</li> <li>elaborates emotions and responses to events</li> </ul>	<ul style="list-style-type: none"> <li>consistent control of text structure elements – orientation, events, resolution</li> <li>orients the reader with relevant and interesting details</li> <li>sequence of ideas</li> <li>cohesion through repeated phrases</li> <li>cohesion through personal and possessive pronoun references</li> </ul>	<ul style="list-style-type: none"> <li>accurate use of common regular and irregular past tense verb forms</li> <li>mostly consistent subject/verb agreement</li> <li>a wider range of adjectives</li> <li>coordinating and subordinating connectives</li> <li>generally accurate use of common prepositions</li> <li>extended noun groups</li> <li>variable use of articles</li> <li>accurate use of time phrases</li> </ul>	<ul style="list-style-type: none"> <li>wide range of topic specific vocab</li> <li>action verbs and time phrases,</li> <li>adjectives to describe people, places and events</li> <li>a wider range of adverbs</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 basic punctuation</li> <li>paragraphs used to group ideas or events</li> </ul>	<ul style="list-style-type: none"> <li>flexible use of frameworks to plan, elaborate on and communicate own ideas</li> <li>plans writing before beginning</li> <li>little use of linguistic scaffolding or model sentences</li> <li>little or no use of teacher support to complete writing</li> <li>independent use of references to extend vocabulary range</li> <li>uses self, peer and teacher feedback to improve writing</li> <li>self-corrects, insert missing words, adds additional, clarifying information</li> </ul>			
3	<ul style="list-style-type: none"> <li>meaning generally clear</li> <li>elaborates on events</li> <li>provides relevant details</li> <li>narrates most of the elements of the original story</li> <li>includes elaboration of the events in the original story</li> <li>extended retelling</li> </ul>	<ul style="list-style-type: none"> <li>mostly appropriate story telling conventions – events recounted chronologically</li> <li>uses some dialogue</li> <li>appeals to the reader</li> <li>includes some description/expression of emotions and responses to events</li> </ul>	<ul style="list-style-type: none"> <li>varying control of key text structure elements – orientation, events, resolution</li> <li>orients the reader with relevant details</li> <li>sequence of facts, events, and some elaboration</li> <li>sequential markers</li> </ul>	<ul style="list-style-type: none"> <li>generally accurate use of regular and common irregular past verb forms to record past events --<i>ran, saw, gave</i></li> <li>generally accurate use of personal and possessive pronouns</li> <li>more complex prepositions – <i>on, in, before, near</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of topic specific vocab</li> <li>action verbs and time phrases</li> <li>some common adjectives to describe people, places and events – <i>angry, hungry, great, fast</i></li> <li>some use of adverbs – <i>always go to, quickly</i></li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of high frequency words</li> <li>correct basic punctuation</li> <li>consistently writes full sentences</li> <li>some paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>uses text framework to plan and communicate own ideas</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 independently improve writing</li> </ul>			
2	<ul style="list-style-type: none"> <li>text shows a clear understanding of the task</li> <li>includes some events from the original story</li> <li>limited elaboration of the events in the original story</li> <li>meaning not always clear</li> <li>illustrations used to add detail to the text</li> </ul>	<ul style="list-style-type: none"> <li>text shows some understanding of the text type and purpose</li> <li>factual retelling with some elaboration</li> <li>attempts dialogue</li> <li>includes a title</li> <li>includes conventional narrative ending</li> </ul>	<ul style="list-style-type: none"> <li>writing shows some control of key text structure elements</li> <li>some elaboration of events</li> </ul>	<ul style="list-style-type: none"> <li>some common regular past verb forms –<i>played, jumped</i></li> <li>some common irregular past verb forms – <i>went, ate</i></li> <li>generally uses common subject-verb-object patterns – <i>duck go to ...</i></li> <li>variable use of personal pronouns</li> <li>some use of prepositions – <i>to the water</i></li> </ul>	<ul style="list-style-type: none"> <li>some relevant topic vocab - <i>farmer, hen, duck, eggs, runs pushes, lays</i></li> <li>some use of common adjectives – <i>beautiful, happy, big</i></li> <li>some use of basic adverbs – <i>very, little, big, again</i></li> </ul>	<ul style="list-style-type: none"> <li>mostly correct letter forms</li> <li>some use of upper and lower case letters</li> <li>attempted, phonetic spelling of high frequency words</li> <li>little punctuation</li> </ul>	<ul style="list-style-type: none"> <li>uses set sentence starters and frameworks</li> <li>uses print environment, dictionary to spell or check spelling</li> <li>phonetic or assisted spelling of unfamiliar words</li> <li>accurate copying of words, phrases, sentences</li> <li>some self-correction on re-reading</li> </ul>			
1	<ul style="list-style-type: none"> <li>text shows a basic understanding of the task</li> <li>limited relevant events from the original story and does not tell a clearly sequenced story</li> <li>meaning often unclear</li> <li>illustrations used to express meaning and add detail</li> <li>can read back their own text</li> </ul>	<ul style="list-style-type: none"> <li>some response to text type and purpose</li> <li>brief, simple retelling</li> <li>little or no elaboration in writing</li> <li>illustrations to add detail, fill in gaps</li> <li>short phrase or single word responses</li> </ul>	<ul style="list-style-type: none"> <li>writing shows little or no control of text structure elements</li> <li>sequencing of events with little or no elaboration</li> <li>few sequential markers</li> </ul>	<ul style="list-style-type: none"> <li>some appropriate past tense verb forms – <i>went/go, see/saw, be/was</i></li> <li>simple subject-verb-object sentences - <i>The hen flies on the roof and the cat and the dog and the hen...</i></li> <li>run on sentences - <i>and the cat and the dog and the hen...</i></li> <li>incomplete sentences</li> <li>coordinating conjunctions – <i>and</i></li> <li>time phrases - <i>and then, next</i></li> <li>omitted articles – <i>dog runs, duck sad</i></li> </ul>	<ul style="list-style-type: none"> <li>limited topic vocab</li> <li>vocabulary consists of basic nouns and verbs</li> <li>limited use of adjectives</li> <li>limited use of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>some correct letter forms</li> <li>some use of upper and lower case</li> <li>copied high frequency words</li> <li>attempted, phonetic spelling of high frequency words</li> <li>little punctuation</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>asks teacher for a word in English</li> <li>limited self-correction on re-reading</li> </ul>			