

	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"> meaning consistently clear coherent text good range of relevant ideas includes key elements of a description interaction with reader informative reporting voice fluent writing 	<ul style="list-style-type: none"> opening statements logical sequence of ideas 	<ul style="list-style-type: none"> writing shows consistent control of text structure elements paragraphs used to group ideas or events text structure includes key elements: Introduction, physical appearance, habitat, activities and food extended description cohesion through personal and possessive pronoun reference 	<ul style="list-style-type: none"> accurate use of less common and irregular present tense verbs mostly accurate use of personal, possessive and relative pronouns some use of comparatives and superlatives some use of simile – <i>like a horse</i> simple, compound and complex sentences consistent subject-verb agreement extended noun groups accurate use of negation 	<ul style="list-style-type: none"> wide range of topic specific vocabulary adjectives to describe and compare appearance and behaviour/habits of animals 	<ul style="list-style-type: none"> attempts complex spelling appropriate use of basic punctuation 	<ul style="list-style-type: none"> flexible use of frameworks to plan, elaborate on and communicate own ideas plans writing before beginning little use of linguistic scaffolding or model sentences little or no use of teacher support to complete writing independent use of references to extend vocabulary range uses self, peer and teacher feedback to improve writing self-corrects, insert missing words, adds additional, clarifying information 			
3	<ul style="list-style-type: none"> creative new dual animal name meaning mostly clear text mostly coherent a range of relevant ideas awareness of reader reporting voice relevant animal characteristics 	<ul style="list-style-type: none"> appropriate report genre identifiable sequence of ideas 	<ul style="list-style-type: none"> writing shows varying control of key text structure elements some use of paragraphs text structure includes most of the required elements extended description 	<ul style="list-style-type: none"> mostly accurate use of nouns and adjectives to describe animals some use of simile simple and compound sentences mostly consistent subject-verb agreement consistent use of present tense variable article use modal 'can' to express ability attempted conditional and modal forms 	<ul style="list-style-type: none"> quite a wide range of topic specific vocabulary common adjectives to describe appearance/behaviour 	<ul style="list-style-type: none"> correct spelling of high frequency words some attempts at more complex spelling consistent basic punctuation consistent sentence units 	<ul style="list-style-type: none"> uses text framework to plan and communicate own ideas clarifies the task before beginning attempted spelling of challenging words independent use of dictionaries to check spelling uses peer and teacher feedback to independently improve writing 			
2	<ul style="list-style-type: none"> appropriate dual animal name clear understanding of the task some relevant ideas meaning sometimes unclear 	<ul style="list-style-type: none"> identifiable basic report genre with attempts at description some animal characteristics described discrete but relevant ideas 	<ul style="list-style-type: none"> writing shows some control of key text structure elements text made up of short, repetitive sentences simple description with ideas systematically grouped some use of connectives 	<ul style="list-style-type: none"> describes/compares physical appearance of animals using basic nouns and adjectives mostly consistent subject-verb agreement infrequent use of articles some grammatical errors 	<ul style="list-style-type: none"> relevant basic topic vocab some use of common adjectives – <i>beautiful, angry, big</i> some use of basic adverbs – <i>very</i> basic present tense verbs – <i>eats, runs</i> 	<ul style="list-style-type: none"> mostly correct letter forms some use of upper and lower case letters attempted, phonetic spelling of high frequency words little punctuation 	<ul style="list-style-type: none"> repetition of sentence patterns/formulas uses set sentence starters and frameworks uses print environment, dictionary to spell or check spelling phonetic or assisted spelling of unfamiliar words accurate copying of words, phrases, sentences some self-correction on re-reading 			
1	<ul style="list-style-type: none"> recognisable dual animal name basic understanding of the task picture/s with labels meaning often unclear short text with few relevant ideas 	<ul style="list-style-type: none"> some response to text type and purpose some identifiable animal characteristics illustrations used to add detail 	<ul style="list-style-type: none"> writing shows little control of text structure ideas not grouped systematically 	<ul style="list-style-type: none"> run-on sentences inconsistent subject-verb-object patterns inconsistent subject-verb agreement inconsistency in present tense verbs 	<ul style="list-style-type: none"> picture labels limited range of vocabulary 	<ul style="list-style-type: none"> some correct letter forms some use of upper and lower case letters little or no punctuation copied high frequency words attempted, phonetic spelling of high frequency words 	<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 asks teacher for a word in English limited self-correction on re-reading 			