

|                | Communication                                                                                                                                                                                                                                                                                                   | Cultural conventions                                                                                                                                                                                                 | Linguistic structures and features                                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                             | Strategies                                                                                                                                                                                                                                                                                                                                                              | EAL curriculum levels |       |       |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------|-------|
|                |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      | Text structure                                                                                                                                                                                                                  | Grammatical features                                                                                                                                                                                                                                                          | Vocabulary                                                                                                              | Writing conventions                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         | BL/CL                 | B1/C1 | A2/B2 |
| <b>Level 4</b> | <ul style="list-style-type: none"> <li>Shows understanding of task and can compare and contrast own likes and dislikes</li> <li>Includes relevant information to support opinions</li> <li>Shows an awareness of audience</li> <li>Can frame opinions in both positive and negative language</li> </ul>         | <ul style="list-style-type: none"> <li>Expresses opinions and is able to give a detailed reason or explanation for them</li> <li>Able to report on the opinions others and give detailed reasons for them</li> </ul> | <ul style="list-style-type: none"> <li>Extends on teachers' model of text structure in writing</li> <li>Uses a range of conjunctions – <i>but, because</i>, to extend sentences</li> </ul>                                      | <ul style="list-style-type: none"> <li>Consistent subject-verb agreement in complex sentences</li> <li>Uses a range of simple and possessive pronouns</li> <li>Uses different adjectives – sweet</li> <li>Uses more sophisticated negatives – <i>dislike, hate</i></li> </ul> | <ul style="list-style-type: none"> <li>Includes an extended range of vocabulary, food, places and activities</li> </ul> | <ul style="list-style-type: none"> <li>Handwriting clear and well-spaced</li> <li>Basic punctuation – full stops, capital letters to start a sentence, commas</li> <li>Spelling shows understanding of common sound-letter relationships in English</li> <li>Conventional spelling of high frequency words – <i>because, some, one</i></li> <li>Some topic specific words spelled correctly</li> <li>Consistent letter formation</li> </ul> | <ul style="list-style-type: none"> <li>Plans writing before beginning – writing centred on page, sentences spaced out</li> <li>Uses classroom resources to check spelling of topic specific vocabulary</li> <li>Self corrects on rereading, adds missing words and additional/clarity information</li> <li>Uses peer and teacher feedback to improve writing</li> </ul> |                       |       |       |
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>Shows understanding of task and can simply compare and contrast own likes and dislikes</li> <li>Uses modelled sentences to express simple messages, including reason</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Expresses opinions and is able to give a brief reason/explanation for them</li> <li>Able to report on the opinions others and give a reason for them</li> </ul>               | <ul style="list-style-type: none"> <li>Uses teachers' model of text structure as a basis for writing</li> <li>Uses simple conjunctions -- <i>but, and</i>, to extend sentences</li> </ul>                                       | <ul style="list-style-type: none"> <li>Consistent subject-verb agreement in simple sentences</li> <li>Uses simple and possessive pronouns</li> <li>Uses common adjectives – colours</li> <li>Uses simple negatives – <i>don't</i></li> </ul>                                  | <ul style="list-style-type: none"> <li>Includes commonly used vocabulary, food, pastimes, and activities</li> </ul>     | <ul style="list-style-type: none"> <li>Mostly correct letter formation</li> <li>Plausible attempts to spell unknown words</li> <li>Conventional spelling of simple high frequency words – <i>and, to, me</i></li> <li>Appropriate use of upper case at the start of a sentence</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>Shows some evidence of planning how to place the writing on the page</li> <li>Asks for clarification of the task</li> <li>Relies on classroom resources to check spelling, uses sentence starters</li> </ul>                                                                                                                     |                       |       |       |
| <b>Level 2</b> | <ul style="list-style-type: none"> <li>Shows some understanding of task and provides information about a partner</li> <li>Attempts own sentences based on the model</li> <li>Short text of one or two likes or dislikes</li> <li>May not include reasons for likes</li> <li>Able to read own writing</li> </ul> | <ul style="list-style-type: none"> <li>Expresses opinions but not yet able to give a reason/explanation</li> <li>Able to report on the opinions others but not reasons for them</li> </ul>                           | <ul style="list-style-type: none"> <li>Follows teachers' model of text structure</li> <li>Uses simple conjunction formulaically to extend sentences – <i>and, but</i></li> </ul>                                                | <ul style="list-style-type: none"> <li>Short sentences</li> <li>Subject-verb agreement not yet consistent</li> <li>Simple common pronouns</li> <li>Starting to use adjectives</li> <li>Uses simple modelled negatives – <i>don't</i></li> </ul>                               | <ul style="list-style-type: none"> <li>Some common vocabulary, food, drinks, classroom activities</li> </ul>            | <ul style="list-style-type: none"> <li>Spells the same word the same way throughout the text</li> <li>Basic attempts at phonetic spelling, initial or final letters</li> <li>Form and use of upper and lower case letters may not be correct</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Checks ideas with teacher before writing – <i>write like this?</i></li> <li>Asks teacher how to spell a word, asks for a word in English</li> <li>Largely reliant on modelled or shared writing as a starting point</li> </ul>                                                                                                   |                       |       |       |
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>Shows a basic understanding of task</li> <li>Copied sentences express a simple message</li> <li>Short text, sentences may be incomplete</li> <li>May not be readable</li> <li>Reading of own writing may not match what has been written</li> </ul>                      | <ul style="list-style-type: none"> <li>Not yet able to express opinions</li> <li>Not yet able to report on the opinions of others</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Follows teachers' model of text structure beginning</li> <li>Not yet using conjunctions beyond using <i>and</i> to make a list – <i>I like play and swim and ball and ...</i></li> </ul> | <ul style="list-style-type: none"> <li>Incomplete short sentences</li> <li>Subject-verb agreement not yet apparent</li> <li>Not yet using adjectives</li> <li>Copies simple modelled negatives – <i>don't</i></li> </ul>                                                      | <ul style="list-style-type: none"> <li>Vocabulary used mainly modelled by the teacher</li> </ul>                        | <ul style="list-style-type: none"> <li>Text may not written left to right</li> <li>May not copy correctly</li> <li>Letter formation often not conventional</li> <li>Letters may not 'sit' on a line</li> <li>Mix of upper and lower case letters</li> <li>Some sounds and words/phrases difficult to identify</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Copies teacher-modelled language patterns and vocabulary</li> <li>Relies on teacher support to complete writing – asks how to write something</li> <li>May use illustrations to add detail, clarify</li> </ul>                                                                                                                   |                       |       |       |