

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