

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		BL/CL	B1/C1	A2/B2
Level 4	<ul style="list-style-type: none"> Shows understanding of task and need to express rules using polite language Includes relevant information to support purpose of rules Shows an awareness of audience May express rules in the negative Moves away from reliance on the given formulas 	<ul style="list-style-type: none"> Rules expressed in a positive way to encourage compliance Some pre-planning to fit numbered rules into space provided Appropriate use of polite formulas – <i>please don't, thank you</i> 	<ul style="list-style-type: none"> Includes a detailed reason why the rule is appropriate for school Includes the number of rules that the task asks for 	<ul style="list-style-type: none"> Modality to express desired behaviour – <i>you should, you can</i> Includes a reason/consequence clause to support rule Consistent subject-verb agreement Uses personal pronouns Uses if to describe possible consequences – <i>if you don't you</i> 	<ul style="list-style-type: none"> Includes some emotional/persuasive words to convince readers to follow the rule(s) 	<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 – and, me, you Some modelled 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 			
Level 3	<ul style="list-style-type: none"> Shows understanding of task and need to express ideas politely Uses modelled sentences to express simple messages, including reason Chooses relevant school rules 	<ul style="list-style-type: none"> Rules appropriately numbered on left hand side Rules appropriately spaced on the page 	<ul style="list-style-type: none"> Includes a simple reason why the rule is appropriate for school – <i>because</i> 	<ul style="list-style-type: none"> Common imperatives used correctly – Consistent subject-verb agreement Appropriate articles Uses some personal pronouns 	<ul style="list-style-type: none"> Includes commonly used topic-specific vocabulary – <i>equipment rosh, [rush]</i> 	<ul style="list-style-type: none"> Mostly correct letter formation Plausible attempts to spell unknown words Appropriate use of upper case at the start of a sentence Full stops 	<ul style="list-style-type: none"> Asks for clarification of the task Relies on classroom resources to check spelling, uses sentence starters 			
Level 2	<ul style="list-style-type: none"> Shows some understanding of task and the need to be polite Attempts own sentences based on the model Short text of one or two rules May not include reason Able to read own writing 	<ul style="list-style-type: none"> Text written left to right Rules begin on a new line 	<ul style="list-style-type: none"> Follows recognisable 'rules' text structure Attempts to include a basic reason for the rule May not be able to write the number of rules the task asks for 	<ul style="list-style-type: none"> Short sentences Subject-verb agreement more consistent 	<ul style="list-style-type: none"> Uses some common vocabulary based on oral speech – <i>put back, play time</i> 	<ul style="list-style-type: none"> Spells the same word the same way throughout the text 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 			
Level 1	<ul style="list-style-type: none"> Shows a basic understanding of the task Copied sentence starters used to 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"> Text may not be written left to right Rules may not be numbered Each rule may not begin on a new line 	<ul style="list-style-type: none"> Follows recognisable 'rules' text beginning Not yet able to include a reason for the rule 	<ul style="list-style-type: none"> Copies structure modelled by the teacher Incomplete short sentences Subject-verb agreement not yet consistent 	<ul style="list-style-type: none"> Uses little vocabulary not modelled by the teacher 	<ul style="list-style-type: none"> May not copy correctly Letter formation often not conventional Letters may not 'sit' on a line Mix of upper and lower case letters Basic attempts at phonetic spelling – initial 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 			