

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