

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A1, B1, C1	A2, B1, C1	B2, C2
Level 4	<ul style="list-style-type: none"> <li>meaning consistently clear and texts fluently expressed</li> <li>consistent writer voice</li> <li>orientates the reader with relevant details</li> <li>more detailed evaluative statements about activities undertaken</li> <li>elaborates on emotions and responses to events</li> </ul>	<ul style="list-style-type: none"> <li>appropriate diary recount conventions – events recounted chronologically, use of date and time indicators and sequencers</li> <li>extended retelling, detailed information</li> </ul>	<ul style="list-style-type: none"> <li>writing shows consistent control of text structure elements</li> <li>logical sequence of events</li> <li>cohesion through personal and possessive pronoun reference</li> <li>extended description</li> <li>concluding personal comments/statement</li> </ul>	<ul style="list-style-type: none"> <li>accurate use of common regular and irregular past tense verb forms</li> <li>mostly consistent subject/verb agreement</li> <li>simple, compound and complex sentences</li> <li>a wider range of adjectives to describe weekend events</li> <li>a wide range of adverbs to describe weekend events</li> <li>coordinating and subordinating connectives</li> <li>generally accurate use of prepositions</li> <li>extended noun groups</li> <li>variable use of articles</li> <li>accurate use of time phrases</li> </ul>	<ul style="list-style-type: none"> <li>wide range of topic specific vocab</li> <li>action verbs and time phrases,</li> <li>adjectives to describe people, places and events</li> <li>adverbs to say more about actions</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of high frequency words</li> <li>attempts complex spelling</li> <li>appropriate use of basic punctuation</li> <li>paragraphs used to group ideas or events</li> </ul>	<ul style="list-style-type: none"> <li>flexible use of frameworks to plan, elaborate on and communicate own ideas</li> <li>little use of linguistic scaffolding or model sentences</li> <li>little or no use of teacher support to complete writing</li> <li>independent use of references to extend vocabulary range</li> <li>uses self, peer and teacher feedback to improve writing</li> <li>plans writing before beginning – self-corrects, insert missing words, adds additional, clarifying information</li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>meaning clear</li> <li>elaborates on events</li> <li>provides relevant details</li> <li>basic personal response</li> <li>expresses some emotions and responses to events</li> </ul>	<ul style="list-style-type: none"> <li>mostly appropriate diary/recount conventions – events recounted chronologically, date and time indicators</li> <li>some extended retelling</li> </ul>	<ul style="list-style-type: none"> <li>writing shows varying control of key text structure elements</li> <li>cohesion through personal and possessive pronoun reference and time sequencers</li> <li>logical sequence of events</li> <li>concluding personal comment</li> </ul>	<ul style="list-style-type: none"> <li>generally accurate use of regular and common irregular past verb forms to record past events --, <i>drove, saw, gave</i></li> <li>some common adjectives – <i>angry, hungry, great, fast</i></li> <li>some use of adverbs – <i>always go to, quickly</i></li> <li>generally accurate use of personal and possessive pronouns</li> <li>more complex prepositions – <i>on, in, before, near</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of topic specific vocab</li> <li>action verbs and time phrases</li> <li>adjectives to describe people, places and events</li> <li>adverbs to say more about actions</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of high frequency words</li> <li>correct basic punctuation</li> <li>consistently writes full sentences</li> <li>some paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>uses text framework to plan and communicate own ideas</li> <li>clarifies the task before beginning</li> <li>some use of linguistic scaffolding to complete writing</li> <li>attempted spelling of challenging words</li> <li>independent use of dictionaries to check spelling</li> <li>uses peer and teacher feedback to independently improve writing</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>understands diary recount text type and purpose</li> <li>factual retelling</li> <li>simple recounting of experiences</li> <li>meaning generally clear</li> <li>little personal response to activities</li> </ul>	<ul style="list-style-type: none"> <li>basic conventions of diary or journal writing</li> <li>events presented in sequence</li> </ul>	<ul style="list-style-type: none"> <li>writing shows some control of key text structure elements – time markers, basic conclusion</li> <li>some elaboration of events</li> <li>sequencing connectives</li> </ul>	<ul style="list-style-type: none"> <li>some common regular past verb forms – <i>played, shopped</i></li> <li>some common irregular past verb forms – <i>went, ate</i></li> <li>generally uses common subject, verb, object patterns – <i>I go to ...</i></li> <li>variable use of personal pronouns</li> <li>some use of common adjectives – <i>beautiful, happy, big, yummy</i></li> <li>some use of basic adverbs – <i>very, again</i></li> <li>some use of prepositions – <i>to shopping</i></li> </ul>	<ul style="list-style-type: none"> <li>mostly relevant common topic vocabulary</li> <li>words taken from known activity sets – sports, games</li> </ul>	<ul style="list-style-type: none"> <li>correct letter forms</li> <li>variable spelling of familiar words</li> <li>phonetic spelling</li> <li>basic punctuation</li> <li>more conventional use of upper and lower case</li> <li>identifiable sentences</li> </ul>	<ul style="list-style-type: none"> <li>uses set sentence starters and frameworks</li> <li>uses print environment, dictionary to spell or check spelling</li> <li>phonetic or assisted spelling of unfamiliar words</li> <li>accurate copying of words, phrases, sentences</li> <li>some self-correction on re-reading</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>some relevant information</li> <li>information presented in simple phrases or sentences</li> <li>repetitive, formulaic text</li> <li>meaning often unclear</li> </ul>	<ul style="list-style-type: none"> <li>illustrations to add detail, fill in gaps</li> <li>short phrase or single word explanation of weekend events</li> <li>events not always in recognisable sequence</li> </ul>	<ul style="list-style-type: none"> <li>writing shows little or no control of text structure elements</li> <li>sequencing of events in time with little or no elaboration</li> <li>few sequential markers</li> </ul>	<ul style="list-style-type: none"> <li>prompted use of past tense verb forms</li> <li>simple phrases/sentences, based on speech</li> <li>run on sentences – <i>and we ..., and we ...</i></li> <li>incomplete sentences, phrases</li> <li>coordinating conjunction – <i>and</i></li> <li>some basic but formulaic time phrases – <i>next, then we</i></li> </ul>	<ul style="list-style-type: none"> <li>limited topic-specific vocab</li> <li>limited use of adjectives</li> <li>limited use of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>mostly correct letter forms</li> <li>some use of upper and lower case letters</li> <li>attempted, phonetic spelling of high frequency words</li> <li>little punctuation</li> </ul>	<ul style="list-style-type: none"> <li>strong reliance on text model/framework to plan writing</li> <li>relies on teacher support to complete writing</li> <li>first language sentence patterns</li> <li>copied text</li> <li>relies on supplied topic specific vocabulary</li> <li>limited self-correction on re-reading</li> </ul>			