

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A1/BL/CL	A2/B1/C1	B2
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Instructions include most key steps in the process</li> <li>Can describe the process more precisely and accurately</li> <li>Complete sentences</li> <li>Self-corrects when competes the task and before reading to the teacher</li> <li>Rewrites correct text with minimal assistance</li> <li>Text is more personally constructed and less reliant on the model</li> </ul>	<ul style="list-style-type: none"> <li>Text layout indicates preplanning</li> <li>Text is organised and clearly signals the steps in the process</li> <li>May creatively adapt layout of text and illustrations</li> <li>Some detail or elaboration</li> </ul>	<ul style="list-style-type: none"> <li>Confident use of key features of procedural text</li> <li>Explains the process in clearly signalled sections, using time markers or connectives – <i>Start with fold the paper ..., after that, then draw the tongue</i></li> </ul>	<ul style="list-style-type: none"> <li>Instructional language in appropriate tense – <i>Get some brown the paper</i></li> <li>Generally correct use of imperatives – <i>Draw the face</i></li> <li>Longer segments of several extended phrases and sentences – <i>get a square of brown paper, do your dog eyes</i></li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of topic related vocabulary – <i>paper, fold, draw</i></li> <li>A range of sequence markers to stage the process – <i>first, next, after that</i></li> </ul>	<ul style="list-style-type: none"> <li>Handwriting clear and well spaced</li> <li>Variable punctuation – full stops, capital letters to start a sentence</li> <li>Spelling shows strong understanding of sound-letter relationships in English – <i>eers, noce, moth</i></li> <li>Usually correct letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Plans writing before beginning</li> <li>Uses a range of strategies to spell words – asks a friend, uses classroom resources, write a word to see how it looks</li> <li>Self corrects on rereading, inserts missing words, adds additional or 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>Instructions cover more of the process, but may not cover the full process</li> <li>Adds additional information to the text after reading it to the teacher, and can write some of the new information</li> <li>Mostly complete sentences to describe aspects of the process</li> <li>Fully readable</li> </ul>	<ul style="list-style-type: none"> <li>Text layout indicates some preplanning to ensure the text can fit the page</li> <li>Sequenced text, little elaboration</li> <li>Diagrams illustrate the steps rather than decorate the text</li> </ul>	<ul style="list-style-type: none"> <li>Text includes some elements of the modelled instructional text – sequenced steps</li> </ul>	<ul style="list-style-type: none"> <li>Mostly in short but grammatically correct sentences – <i>you draw the tongue, you draw the whiskers</i></li> <li>Novel constructions – <i>and then you need to have a ears</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple sequence markers – <i>first, then, next</i></li> <li>Few linking words, run on sentences – <i>and then and then</i></li> </ul>	<ul style="list-style-type: none"> <li>Conventional spelling of high frequency words – <i>you, to, dog, have</i></li> <li>Mostly correct letter formation</li> <li>Some basic punctuation – full stop</li> </ul>	<ul style="list-style-type: none"> <li>Uses classroom resources to check spelling of topic specific vocabulary</li> <li>Uses basic everyday words when lacking specific vocabulary – <i>do</i> instead of <i>draw, fold</i></li> <li>Asks for clarification of the task</li> </ul>			
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Limited ability to write instructions beyond formulaic or modelled text</li> <li>Small amount of text, which may not cover the full process</li> <li>May over-rely on the model provided</li> <li>Adds additional verbal information to the text when reading it to the teacher</li> <li>Mostly readable</li> </ul>	<ul style="list-style-type: none"> <li>Text layout mirrors basic elements of an instructional text, writing in separate rows or blocks of text</li> <li>Diagrams placed adjacent to text</li> </ul>	<ul style="list-style-type: none"> <li>Use of basic procedural features – <i>get the paper, fold the paper</i></li> <li>Incomplete instructional steps</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences</li> <li>Basic grammatical patterns – <i>do your dog, make the ears</i></li> <li>Novel constructions to convey difficult actions or unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Some topic specific language – <i>fold, turn</i></li> </ul>	<ul style="list-style-type: none"> <li>Attempts at spelling more plausible – <i>papper</i></li> <li>Spells the same word the same way throughout the text</li> <li>Use of upper and lower case letters may not be conventional</li> </ul>	<ul style="list-style-type: none"> <li>Check ideas with teacher before writing – <i>write like this?</i></li> <li>Ask the teacher how to spell a word, ask for a word in English</li> </ul>			
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Shows understanding of the task and the need to instruct</li> <li>Limited ability to provide written instructions</li> <li>Can only manage a small amount of writing</li> <li>Diagrams may not assist to explain the process</li> <li>May not be able to read their writing</li> <li>Reading of their own writing may not match what has been written</li> <li>May not be readable</li> </ul>	<ul style="list-style-type: none"> <li>Text layout may not relate to layout of modelled text</li> <li>May not be placed so that it is read in a left to right or top to bottom direction</li> <li>May not be able to copy text accurately</li> </ul>	<ul style="list-style-type: none"> <li>Few elements of the modelled instructional text</li> <li>May resemble a retell rather than an instructional text – <i>we fold the paper</i></li> <li>May not convey a logical sequence</li> <li>Text and relevant diagrams may not be together</li> </ul>	<ul style="list-style-type: none"> <li>One or two word fragments or formulaic phrases, cueing from text model provided – <i>fold paper, draw eye</i></li> </ul>	<ul style="list-style-type: none"> <li>Little vocabulary beyond some very basic verbs – <i>draw, fold</i></li> <li>Some basic nouns – <i>dog, ears, eyes,</i></li> </ul>	<ul style="list-style-type: none"> <li>May not copy correctly</li> <li>Letter formation not 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 – <i>tok = talk, w = we</i></li> <li>Some sounds and words/phrases difficult to identify</li> </ul>	<ul style="list-style-type: none"> <li>Copies</li> <li>Rely on teacher modelled language patterns and vocabulary</li> <li>Relies on teacher support to complete writing – asks how to write something, or to label a diagram</li> <li>Attempts phonetic spelling for unknown words</li> </ul>			