

	Communication	Cultural conventions	Linguistic structures and features				Strategies	AusVELS EAL Stages		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B1, S1	A2, B2, S2	
4	<ul style="list-style-type: none"> meaning consistently clear a good range of relevant ideas clear reasons given for animal preference interaction with reader informative reporting voice 	<ul style="list-style-type: none"> demonstrates a clear understanding of the context, purpose and audience of the text appropriate report genre detailed animal characteristics 	<ul style="list-style-type: none"> writing shows consistent control of text structure elements logical sequence of ideas extended cohesive description appropriate paragraphing, paragraphs relate to the text structure 	<ul style="list-style-type: none"> mostly accurate use of present tense to talk about general truths plural form used to refer to the animal in general: 'Cats' not 'A cat' consistent subject-verb agreement accurate use of personal, possessive and relative pronouns and pronoun reference accurate use of common comparatives and superlatives appropriate use of a variety of connectives simple, compound and complex sentences extended noun groups coordinating and subordinating connectives appropriate conditional and modal forms articles used consistently accurate use of negation 	<ul style="list-style-type: none"> wide range of topic specific vocab including nouns and adjectives to describe/compare appearance/behaviour/habit of favourite animal colloquial language 	<ul style="list-style-type: none"> correct spelling of high frequency and recently studied words frequent attempts at complex spelling appropriate use of punctuation 	<ul style="list-style-type: none"> flexible use of framework to plan and elaborate ideas little or no use of teacher support to complete writing uses word attack skills for spelling use of references to extend vocabulary range in writing makes use of self, peer and teacher feedback to improve writing 			
3	<ul style="list-style-type: none"> meaning mostly clear a range of relevant ideas reasons given for animal preference awareness of reader reporting voice 	<ul style="list-style-type: none"> demonstrates an understanding of the context, purpose and audience of the text appropriate report genre identifiable sequence of ideas relevant animal characteristics 	<ul style="list-style-type: none"> writing shows varying control of key text structure elements logical sequence of ideas extended description consistently uses complete sentences consistent use of paragraphs 	<ul style="list-style-type: none"> consistent use of present tense to express general truths about the chosen animal plural form used to refer to the animal in general: 'Cats' not 'A cat' mostly consistent subject-verb agreement simple and compound sentences relative clauses some modals pronoun reference more complex connectives – because, use of connectives 	<ul style="list-style-type: none"> quite a wide range of topic specific vocabulary including nouns and adjectives to describe/compare appearance/behaviour/habit of favourite animal colloquial language 	<ul style="list-style-type: none"> correct spelling of high frequency words some attempts at more complex spelling consistent basic punctuation planning in placement of text, diagram, heading 	<ul style="list-style-type: none"> use of text framework to plan and communicate own ideas selective use of teacher support uses modelled grammatical patterns independent use of dictionaries to check spelling makes use of peer and teacher feedback to improve writing 			
2	<ul style="list-style-type: none"> meaning sometimes unclear some relevant ideas limited reasons for animal preference provided 	<ul style="list-style-type: none"> demonstrates some understanding of the context, purpose and audience of the text identifiable report genre animal characteristics described discrete but relevant ideas 	<ul style="list-style-type: none"> writing shows some control of key text structure elements text made up of short, repetitive sentences – Dogs like ... Dogs eat ... simple description sequence of ideas varying use of complete sentences paragraphs do not always relate to the text structure and information 	<ul style="list-style-type: none"> present tense verb forms to refer to general truths about the animal variable use of plural and singular forms to refer to the chosen animal as a general entity variable subject-verb agreement simple and compound sentences variable pronoun reference basic connectives – and then 	<ul style="list-style-type: none"> relevant topic vocab to describe some more complex characteristics of favourite animal – habitat, life cycle, body coverings 	<ul style="list-style-type: none"> variable spelling of high frequency words correct letter forms consistent upper and lower case inconsistent punctuation evidence of some planning in placing text on the page 	<ul style="list-style-type: none"> use of text model/framework to plan and scaffold writing use of teacher support and feedback to complete and improve writing repetition of sentence patterns/formulas uses print environment to write familiar words phonetic or assisted spelling of unfamiliar words assisted use of dictionary to check spelling 			
1	<ul style="list-style-type: none"> meaning often unclear picture/s with labels limited relevant ideas few or no reasons given for animal preference 	<ul style="list-style-type: none"> demonstrates an understanding of the task some identifiable animal characteristics 	<ul style="list-style-type: none"> writing shows little or no control of text structure elements name as heading short text some identifiable sentences 	<ul style="list-style-type: none"> reflects basic oral speech patterns – subject-verb-object patterns some use of present tense singular forms to refer to the chosen animal rather than plural form to refer to the animal as a general entity inconsistent subject-verb agreement run-on sentences frequent grammatical errors 	<ul style="list-style-type: none"> some relevant and appropriate topic vocab to describe a few characteristics of favourite animal – size, colour, foods picture labels 	<ul style="list-style-type: none"> variable spelling of high frequency words variable use upper and lower case left/right orientation correct letter forms return sweep little punctuation 	<ul style="list-style-type: none"> extensive use of text model/framework to plan and scaffold writing extensive use of teacher support to complete writing accurate copying of words, phrases, sentences use of words from the first language attempted phonetic spelling 			