

|         | Communication  | Cultural conventions of texts   | Linguistic structures and features   |   |   |   | Strategies  | EAL curriculum levels |             |       |
|---------|--|---|--|---|---|---|---|-----------------------|-------------|-------|
|         |  |   | Text structure   | Grammatical features  | Vocabulary  | Writing conventions   |   | A1/BL<br>CL           | A2/B1<br>C1 | B2/C2 |
| Level 4 | <ul style="list-style-type: none"> <li>creative new animal name blending more than two animals</li> <li>meaning consistently clear</li> <li>coherent text</li> <li>good range of relevant ideas</li> <li>interaction with reader</li> <li>informative reporting voice</li> <li>fluent writing</li> </ul> | <ul style="list-style-type: none"> <li>appropriate report genre</li> <li>interesting animal characteristics</li> <li>logical sequence of ideas</li> </ul>       | <ul style="list-style-type: none"> <li>writing shows consistent control of text structure elements</li> <li>text structure includes the elements: Introduction, physical appearance, habitat, activities and food</li> <li>cohesion through personal and possessive pronoun reference</li> <li>extended description</li> </ul> | <ul style="list-style-type: none"> <li>accurate use of present verb forms</li> <li>accurate use of personal, possessive &amp; relative pronouns</li> <li>accurate use of comparatives &amp; superlatives</li> <li>use of simile</li> <li>simple, compound and complex sentences</li> <li>Relative clauses</li> <li>consistent subject-verb agreement</li> <li>extended noun groups</li> <li>appropriate conditional &amp; modal forms</li> <li>articles used consistently</li> <li>accurate use of negation</li> <li>very few grammatical errors</li> </ul> | <ul style="list-style-type: none"> <li>wide range of topic specific vocab including nouns and adjectives to describe/compare appearance/behaviour/habit of animals</li> <li>colloquial language</li> </ul>              | <ul style="list-style-type: none"> <li>correct spelling of HFW</li> <li>frequent attempts at complex spelling</li> <li>appropriate use of punctuation</li> <li>appropriate sentence units</li> <li>appropriate paragraph units</li> </ul>           | <ul style="list-style-type: none"> <li>flexible use of framework to plan and elaborate ideas</li> <li>little or no use of teacher support to complete writing</li> <li>uses word attack skills for spelling</li> <li>use of references to extend vocabulary range in writing</li> <li>makes use of self, peer and teacher feedback to improve writing</li> </ul>  |                       |             |       |
| Level 3 | <ul style="list-style-type: none"> <li>creative new dual animal name</li> <li>meaning mostly clear</li> <li>text mostly coherent</li> <li>a range of relevant ideas</li> <li>awareness of reader</li> <li>reporting voice</li> <li>some fluency of writing</li> </ul>                                    | <ul style="list-style-type: none"> <li>appropriate report genre</li> <li>identifiable sequence of ideas</li> <li>relevant animal characteristics</li> </ul>     | <ul style="list-style-type: none"> <li>writing shows varying control of key text structure elements</li> <li>text structure includes most of the required elements</li> <li>cohesion through pronoun reference</li> <li>extended description</li> </ul>  | <ul style="list-style-type: none"> <li>mostly accurate use of nouns and adjectives to describe animal</li> <li>some use of simile</li> <li>simple and compound sentences</li> <li>relative clauses</li> <li>mostly consistent subject-verb agreement</li> <li>consistent manipulation of present verb forms</li> <li>variable article use</li> <li>modal 'can' to express ability</li> <li>occasional grammatical errors</li> <li>attempted conditional and modal forms</li> </ul>  | <ul style="list-style-type: none"> <li>quite a wide range of topic specific vocabulary including nouns and adjectives to describe/compare appearance/behaviour/habit of animals</li> <li>colloquial language</li> </ul> | <ul style="list-style-type: none"> <li>correct spelling of HFW</li> <li>some attempts at more complex spelling</li> <li>consistent basic punctuation</li> <li>consistent sentence units</li> <li>consistent paragraph units</li> </ul>              | <ul style="list-style-type: none"> <li>use of text framework to plan and communicate own ideas</li> <li>selective use of teacher support</li> <li>grammatical patterns</li> <li>attempted spelling of challenging words</li> <li>independent use of dictionaries to check spelling</li> <li>makes use of peer and teacher feedback to improve writing</li> </ul>  |                       |             |       |
| Level 2 | <ul style="list-style-type: none"> <li>appropriate dual animal name</li> <li>understanding of the task</li> <li>some relevant ideas</li> <li>meaning sometimes unclear</li> </ul>  | <ul style="list-style-type: none"> <li>identifiable report genre</li> <li>some animal characteristics described</li> <li>discrete but relevant ideas</li> </ul> | <ul style="list-style-type: none"> <li>writing shows some control of key text structure elements</li> <li>text made up of short, repetitive sentences</li> <li>simple description</li> <li>pronoun reference</li> <li>some use of connectives</li> </ul>   | <ul style="list-style-type: none"> <li>reflects oral language</li> <li>describes/compares physical appearance of animals using nouns and adjectives</li> <li>simple and compound sentences</li> <li>mostly consistent subject-verb agreement</li> <li>relative clauses</li> <li>present verb forms</li> <li>infrequent use of articles</li> <li>some grammatical errors</li> </ul>  | <ul style="list-style-type: none"> <li>picture labels</li> <li>relevant topic vocab</li> </ul>  | <ul style="list-style-type: none"> <li>varying spelling of HFW</li> <li>correct letter forms</li> <li>consistent upper and lower case</li> <li>inconsistent punctuation</li> <li>varying sentence units</li> <li>varying paragraph units</li> </ul> | <ul style="list-style-type: none"> <li>use of text model/framework to plan and scaffold writing</li> <li>use of teacher support to complete writing</li> <li>repetition of sentence patterns/ formulas</li> <li>use of L1 sentence patterns</li> <li>uses print environment to write familiar words</li> <li>phonetic or assisted spelling of unfamiliar words</li> <li>assisted use of dictionary to check spelling</li> <li>makes use of teacher feedback to improve writing</li> </ul> |                       |             |       |
| Level 1 | <ul style="list-style-type: none"> <li>recognisable dual animal name</li> <li>understanding of the task</li> <li>picture/s with labels</li> <li>meaning often unclear</li> <li>Short text. A few relevant ideas</li> </ul>   | <ul style="list-style-type: none"> <li>identifiable animal characteristics</li> </ul>   | <ul style="list-style-type: none"> <li>writing shows little control of text structure</li> <li>name as heading</li> <li>no sentence boundaries</li> </ul>  | <ul style="list-style-type: none"> <li>run-on sentences</li> <li>inconsistent SVO pattern</li> <li>inconsistent subject-verb agreement</li> <li>inconsistent manipulation of verb forms</li> <li>frequent grammatical errors</li> </ul>   | <ul style="list-style-type: none"> <li>limited range of vocabulary</li> <li>picture labels</li> </ul>   | <ul style="list-style-type: none"> <li>variable upper and lower case</li> <li>left/right orientation</li> <li>correct letter forms</li> <li>no punctuation</li> <li>identifiable sentence units</li> </ul>  | <ul style="list-style-type: none"> <li>extensive use of text model/ framework to plan scaffold writing</li> <li>extensive use of teacher support to complete writing</li> <li>accurate copying of words, phrases, sentences</li> <li>use of L1 words</li> <li>attempted phonetic spelling</li> </ul>  |                       |             |       |