

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