

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