

	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
Level 4	<ul style="list-style-type: none"> Instructions include most key steps in the process Can describe the process more precisely and accurately Complete sentences Self-corrects when competes the task and before reading to the teacher Rewrites correct text with minimal assistance Text is more personally constructed and less reliant on the model 	<ul style="list-style-type: none"> Text layout indicates preplanning Text is organised and clearly signals the steps in the process May creatively adapt layout of text and illustrations Some detail or elaboration 	<ul style="list-style-type: none"> Confident use of key features of procedural text 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> 	<ul style="list-style-type: none"> Instructional language in appropriate tense – <i>Get some brown the paper</i> Generally correct use of imperatives – <i>Draw the face</i> Longer segments of several extended phrases and sentences – <i>get a square of brown paper, do your dog eyes</i> 	<ul style="list-style-type: none"> Appropriate use of topic related vocabulary – <i>paper, fold, draw</i> A range of sequence markers to stage the process – <i>first, next, after that</i> 	<ul style="list-style-type: none"> Handwriting clear and well spaced Variable punctuation – full stops, capital letters to start a sentence Spelling shows strong understanding of sound-letter relationships in English – <i>eers, noce, moth</i> Usually correct letter formation 	<ul style="list-style-type: none"> Plans writing before beginning Uses a range of strategies to spell words – asks a friend, uses classroom resources, write a word to see how it looks Self corrects on rereading, inserts missing words, adds additional or clarifying information Uses peer and teacher feedback to improve writing 			
Level 3	<ul style="list-style-type: none"> Instructions cover more of the process, but may not cover the full process Adds additional information to the text after reading it to the teacher, and can write some of the new information Mostly complete sentences to describe aspects of the process Fully readable 	<ul style="list-style-type: none"> Text layout indicates some preplanning to ensure the text can fit the page Sequenced text, little elaboration Diagrams illustrate the steps rather than decorate the text 	<ul style="list-style-type: none"> Text includes some elements of the modelled instructional text – sequenced steps 	<ul style="list-style-type: none"> Mostly in short but grammatically correct sentences – <i>you draw the tongue, you draw the whiskers</i> Novel constructions – <i>and then you need to have a ears</i> 	<ul style="list-style-type: none"> Simple sequence markers – <i>first, then, next</i> Few linking words, <i>run on sentences – and then and then</i> 	<ul style="list-style-type: none"> Conventional spelling of high frequency words – <i>you, to, dog, have</i> Mostly correct letter formation Some basic punctuation – full stop 	<ul style="list-style-type: none"> Uses classroom resources to check spelling of topic specific vocabulary Uses basic everyday words when lacking specific vocabulary – <i>do</i> instead of <i>draw, fold</i> Asks for clarification of the task 			
Level 2	<ul style="list-style-type: none"> Limited ability to write instructions beyond formulaic or modelled text Small amount of text, which may not cover the full process May over-rely on the model provided Adds additional verbal information to the text when reading it to the teacher Mostly readable 	<ul style="list-style-type: none"> Text layout mirrors basic elements of an instructional text, writing in separate rows or blocks of text Diagrams placed adjacent to text 	<ul style="list-style-type: none"> Use of basic procedural features – <i>get the paper, fold the paper</i> Incomplete instructional steps 	<ul style="list-style-type: none"> Complete sentences Basic grammatical patterns – <i>do your dog, make the ears</i> Novel constructions to convey difficult actions or unknown words 	<ul style="list-style-type: none"> Some topic specific language – <i>fold, turn</i> 	<ul style="list-style-type: none"> Attempts at spelling more plausible – <i>papper</i> Spells the same word the same way throughout the text Use of upper and lower case letters may not be conventional 	<ul style="list-style-type: none"> Check ideas with teacher before writing – <i>write like this?</i> Ask the teacher how to spell a word, ask for a word in English 			
Level 1	<ul style="list-style-type: none"> Shows understanding of the task and the need to instruct Limited ability to provide written instructions Can only manage a small amount of writing Diagrams may not assist to explain the process May not be able to read their writing Reading of their own writing may not match what has been written May not be readable 	<ul style="list-style-type: none"> Text layout may not relate to layout of modelled text May not be placed so that it is read in a left to right or top to bottom direction May not be able to copy text accurately 	<ul style="list-style-type: none"> Few elements of the modelled instructional text May resemble a retell rather than an instructional text – <i>we fold the paper</i> May not convey a logical sequence Text and relevant diagrams may not be together 	<ul style="list-style-type: none"> One or two word fragments or formulaic phrases, cueing from text model provided – <i>fold paper, draw eye</i> 	<ul style="list-style-type: none"> Little vocabulary beyond some very basic verbs – <i>draw, fold</i> Some basic nouns – <i>dog, ears, eyes,</i> 	<ul style="list-style-type: none"> May not copy correctly Letter formation not often not conventional Letters may not 'sit' on a line Mix of upper and lower case letters Basic attempts at phonetic spelling – <i>tok = talk, w = we</i> Some sounds and words/phrases difficult to identify 	<ul style="list-style-type: none"> Copies Rely on teacher modelled language patterns and vocabulary Relies on teacher support to complete writing – asks how to write something, or to label a diagram Attempts phonetic spelling for unknown words 			