

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B1, C1	A2, B2, C2	
Level 4	<ul style="list-style-type: none"> <li>meaning consistently clear</li> <li>a good range of relevant ideas</li> <li>clear reasons given for animal preference</li> <li>interaction with reader</li> <li>informative reporting voice</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a clear understanding of the context, purpose and audience of the text</li> <li>appropriate report genre</li> <li>detailed animal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>writing shows consistent control of text structure elements</li> <li>logical sequence of ideas</li> <li>extended cohesive description</li> <li>appropriate paragraphing, paragraphs relate to the text structure</li> </ul>	<ul style="list-style-type: none"> <li>mostly accurate use of present tense to talk about general truths</li> <li>plural form used to refer to the animal in general: 'Cats' not 'A cat'</li> <li>consistent subject-verb agreement</li> <li>accurate use of personal, possessive and relative pronouns and pronoun reference</li> <li>accurate use of common comparatives and superlatives</li> <li>appropriate use of a variety of connectives</li> <li>simple, compound and complex sentences</li> <li>extended noun groups</li> <li>coordinating and subordinating connectives</li> <li>appropriate conditional and modal forms</li> <li>articles used consistently</li> <li>accurate use of negation</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 favourite animal</li> <li>colloquial language</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of high frequency and recently studied words</li> <li>frequent attempts at complex spelling</li> <li>appropriate use of punctuation</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>meaning mostly clear</li> <li>a range of relevant ideas</li> <li>reasons given for animal preference</li> <li>awareness of reader</li> <li>reporting voice</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of the context, purpose and audience of the text</li> <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>logical sequence of ideas</li> <li>extended description</li> <li>consistently uses complete sentences</li> <li>consistent use of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>consistent use of present tense to express general truths about the chosen animal</li> <li>plural form used to refer to the animal in general: 'Cats' not 'A cat'</li> <li>mostly consistent subject-verb agreement</li> <li>simple and compound sentences</li> <li>relative clauses</li> <li>some modals</li> <li>pronoun reference</li> <li>more complex connectives – because, use of connectives</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 favourite animal</li> <li>colloquial language</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of high frequency words</li> <li>some attempts at more complex spelling</li> <li>consistent basic punctuation</li> <li>planning in placement of text, diagram, heading</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>uses modelled grammatical patterns</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>meaning sometimes unclear</li> <li>some relevant ideas</li> <li>limited reasons for animal preference provided</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some understanding of the context, purpose and audience of the text</li> <li>identifiable report genre</li> <li>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 – Dogs like ... Dogs eat ...</li> <li>simple description</li> <li>sequence of ideas</li> <li>varying use of complete sentences</li> <li>paragraphs do not always relate to the text structure and information</li> </ul>	<ul style="list-style-type: none"> <li>present tense verb forms to refer to general truths about the animal</li> <li>variable use of plural and singular forms to refer to the chosen animal as a general entity</li> <li>variable subject-verb agreement</li> <li>simple and compound sentences</li> <li>variable pronoun reference</li> <li>basic connectives – and then</li> </ul>	<ul style="list-style-type: none"> <li>relevant topic vocab to describe some more complex characteristics of favourite animal – habitat, life cycle, body coverings</li> </ul>	<ul style="list-style-type: none"> <li>variable spelling of high frequency words</li> <li>correct letter forms</li> <li>consistent upper and lower case</li> <li>inconsistent punctuation</li> <li>evidence of some planning in placing text on the page</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 and feedback to complete and improve writing</li> <li>repetition of sentence patterns/formulas</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> </ul>			
Level 1	<ul style="list-style-type: none"> <li>meaning often unclear</li> <li>picture/s with labels</li> <li>limited relevant ideas</li> <li>few or no reasons given for animal preference</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of the task</li> <li>some identifiable animal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>writing shows little or no control of text structure elements</li> <li>name as heading</li> <li>short text</li> <li>some identifiable sentences</li> </ul>	<ul style="list-style-type: none"> <li>reflects basic oral speech patterns – subject-verb-object patterns</li> <li>some use of present tense</li> <li>singular forms to refer to the chosen animal rather than plural form to refer to the animal as a general entity</li> <li>inconsistent subject-verb agreement</li> <li>run-on sentences</li> <li>frequent grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>some relevant and appropriate topic vocab to describe a few characteristics of favourite animal – size, colour, foods</li> <li>picture labels</li> </ul>	<ul style="list-style-type: none"> <li>variable spelling of high frequency words</li> <li>variable use upper and lower case</li> <li>left/right orientation</li> <li>correct letter forms</li> <li>return sweep</li> <li>little punctuation</li> </ul>	<ul style="list-style-type: none"> <li>extensive use of text model/framework to plan and scaffold writing</li> <li>extensive use of teacher support to complete writing</li> <li>accurate copying of words, phrases, sentences</li> <li>use of words from the first language</li> <li>attempted phonetic spelling</li> </ul>			