|  | Communication | Cultural conventions | Linguistic structures and features |  |  |  | Strategies | EAL curriculum levels <br> B1, C1 A2, B2, C2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Text structure | Grammatical features | Vocabulary | Writing conventions |  |  |  |
| $\begin{gathered} \text { Level } \\ 4 \end{gathered}$ | - meaning consistently clear <br> - a good range of relevant ideas <br> - clear reasons given for animal preference <br> - interaction with reader <br> - informative reporting voice | - demonstrates a clear understanding of the context, purpose and audience of the text <br> appropriate report genre <br> - detailed animal characteristics | - writing shows consistent control of text structure elements <br> - logical sequence of ideas <br> - extended cohesive description <br> - appropriate paragraphing, paragraphs relate to the text structure | - mostly accurate use of present tense to talk about general truths <br> - plural form used to refer to the animal in general: 'Cats' not 'A cat' <br> - consistent subject-verb agreement <br> - accurate use of personal, possessive and relative pronouns and pronoun reference <br> - accurate use of common comparatives and superlatives <br> - appropriate use of a variety of connectives <br> - simple, compound and complex sentences <br> - extended noun groups <br> - coordinating and subordinating connectives <br> - appropriate conditional and modal forms <br> - articles used consistently <br> accurate use of negation | - wide range of topic specific vocab including nouns and adjectives to describe/compare appearance/ behaviour/habit of favourite animal <br> - colloquial language | - correct spelling of high frequency and recently studied words <br> frequent attempts at complex spelling <br> - appropriate use of punctuation | - flexible use of framework to plan and elaborate ideas <br> - little or no use of teacher support to complete writing <br> - uses word attack skills for spelling <br> use of references to extend vocabulary range in writing makes use of self, peer and teacher feedback to improve writing |  |  |
| $\begin{gathered} \text { Level } \\ 3 \end{gathered}$ | - meaning mostly clear <br> - a range of relevant ideas <br> - reasons given for animal preference <br> - awareness of reader <br> - reporting voice | - demonstrates an understanding of the context, purpose and audience of the text appropriate report genre <br> identifiable sequence of ideas <br> - relevant animal characteristics | - writing shows varying control of key text structure elements <br> - logical sequence of ideas <br> - extended description <br> - consistently uses complete sentences <br> - consistent use of paragraphs | - consistent use of present tense to express general truths about the chosen animal <br> - plural form used to refer to the animal in general: 'Cats' not 'A cat' <br> mostly consistent subject-verb agreement <br> - simple and compound sentences <br> - relative clauses <br> - some modals <br> - pronoun reference <br> - more complex connectives - because, <br> - use of connectives | - quite a wide range of topic specific vocabulary including nouns and adjectives to describe/compare appearance/ behaviour/habit of favourite animal <br> - colloquial language | - correct spelling of high frequency words <br> - some attempts at more complex spelling <br> - consistent basic punctuation <br> - planning in placement of text, diagram, heading | - use of text framework to plan and communicate own ideas <br> - selective use of teacher support <br> - uses modelled grammatical patterns <br> - independent use of dictionaries to check spelling <br> - makes use of peer and teacher feedback to improve writing |  |  |
|  | - meaning sometimes unclear <br> - some relevant ideas <br> - limited reasons for animal preference provided | - demonstrates some understanding of the context, purpose and audience of the text identifiable report genre <br> animal characteristics described <br> discrete but relevant ideas | - writing shows some control of key text structure elements <br> - text made up of short, repetitive sentences - Dogs like ... Dogs eat ... <br> simple description <br> - sequence of ideas <br> - varying use of complete sentences <br> - paragraphs do not always relate to the text structure and information | - present tense verb forms to refer to general truths about the animal <br> - variable use of plural and singular forms to refer to the chosen animal as a general entity <br> - variable subject-verb agreement <br> simple and compound sentences <br> - variable pronoun reference <br> - basic connectives - and then | - relevant topic vocab to describe some more complex characteristics of favourite animal habitat, life cycle, body coverings | - variable spelling of high frequency words <br> - correct letter forms <br> - consistent upper and lower case <br> - inconsistent punctuation <br> - evidence of some planning in placing text on the page | - use of text model/framework to plan and scaffold writing <br> - use of teacher support and feedback to complete and improve writing <br> - repetition of sentence patterns/ formulas <br> uses print environment to write familiar words <br> - phonetic or assisted spelling of unfamiliar words <br> - assisted use of dictionary to check spelling |  |  |
| Level $1$ | - meaning often unclear <br> - picture/s with labels <br> - limited relevant ideas <br> - few or no reasons given for animal preference | - demonstrates an understanding of the task <br> some identifiable animal characteristics | - writing shows little or no control of text structure elements <br> - name as heading <br> - short text <br> - some identifiable sentences | - reflects basic oral speech patterns - subject-verb-object patterns <br> - some use of present tense <br> - singular forms to refer to the chosen animal rather than plural form to refer to the animal as a general entity <br> inconsistent subject-verb agreement <br> run-on sentences <br> frequent grammatical errors | - some relevant and appropriate topic vocab to describe a few characteristics of favourite animal - size, colour, foods picture labels | - variable spelling of high frequency words <br> - variable use upper and lower case <br> - left/right orientation <br> - correct letter forms <br> - return sweep <br> - little punctuation | - extensive use of text model/ framework to plan and scaffold writing <br> - extensive use of teacher support to complete writing <br> - accurate copying of words, phrases, sentences <br> - use of words from the first language <br> attempted phonetic spelling |  |  |

