YEAR LEVEL AND SUBJECT – Unit title

LANGUAGE MODE: Speaking and Listening

Student Name	Class	C-Level at the beginning of the unit *(Speaking and Listening)*	C-Level at the end of the unit *(Speaking and Listening)*

Skill	Level CL	Level C1	Level C2	Level C3	Level C4	CAT ★
Strand: Communication						
Sub-strand: Communication						
Participate in conversations	I can show understanding of some frequently occurring English words and phrases	I can respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions	I can provide information or assistance when requested in classroom interactions	I can participate in conversations with a small range of speakers	I can participate in conversations with fluent speakers that involve changes of topic and register	
Negotiate interactions	I can negotiate meaning with supportive conversation partners	I can negotiate transactions for different purposes	I can negotiate interactions with reliance on an attentive conversation partner	I can negotiate with peers and teachers in familiar informal and formal classroom situations	I can negotiate with peers and teachers in the full range of classroom situations	
Participate in routines	I can participate in familiar situations and learning activities	I can communicate needs in common social and school routines	I can participate in common school routines	I can participate in a range of school routines in mainstream classrooms	I can use available repertoire of spoken English to participate effectively in a mainstream classroom	
Understand spoken texts	I can comprehend some familiar questions with support from the speaker	I can comprehend a simple spoken text	I can understand the gist of context-reduced spoken texts	I can interpret the main idea in texts, with some support	I can understand the point of view and message of an unfamiliar speaker, with minimal support	
Listen for specific information	I can identify single pieces of information from a short, spoken text	I can extract essential information from short, simple texts relevant to personal experience	I can extract specific information from spoken or visual texts, using guide questions from the teacher	I can listen for specific information, using question, preview and prediction strategies	I can extract key information or ideas from a variety of texts across the curriculum areas, with reduced support	
Interact in groups	I can interact simply with peers in group work activities	I can use basic collaborative language in cooperative group work	I can interact with peers in routine pair or group work activities	I can contribute to effective group work	I can contribute to and manage effective group work	
Express opinions	I can express personal meanings non-verbally or using simple language	I can exchange information in oral interactions	I can express simple opinions and describe feelings	I can use available English repertoire to discuss and justify a point of view on a familiar topic	I can justify a point of view to peers with increasing confidence	
Present a talk	I can present a simple prepared response on a familiar topic	I can contribute to a short dialogue or classroom interaction on a familiar topic	I can present a short, prepared formal talk on a researched topic, using notes and props	I can prepare and deliver an oral presentation, after modelling and support	I can prepare and deliver an extended talk that reflects a clear progression of ideas relevant to the audience and purpose	
Strand: Cultural and plurilingual awareness						
Sub-strand: Cultural understandings						
Interact in class	I can use language appropriate to the context and audience in routine interactions	I can respond appropriately in a range of commonly encountered situations using short, familiar formulas or expressions	I can interact effectively with some confidence with a range of interlocutors	I can adapt speech in common classroom interactions so it is appropriate to the particular context and audience	I can shift between using formal and informal registers in response to purpose and context	
Use non-verbal strategies	I can employ non-verbal strategies in interactions	I can employ non-verbal strategies to elicit support from the listener	I can employ a range of non-verbal strategies to manage interactions	I can develop non-verbal communication skills	I can apply non-verbal communication skills purposefully	
Sub-strand: Plurilingual strategies						
Translate from home language	I can distinguish spoken English from other languages and attempt to respond in English	I can check understanding of classroom English by asking for clarification from other home language speakers	I can ask for the translation of specific words from other home language speakers	I can explain the home language meaning of unfamiliar English words and phrases to home language peers	I can discuss a point of language	
Use home language	I can use sentence patterns from home language to communicate ideas	I can use home language to formulate speech in English and communicate ideas	I can use home language resources to support use of English	I can clarify in home language to check understanding	I can use home language resources to develop English	
Transfer from home language	I can transfer some simple language structures to other contexts	I can transfer knowledge from home language to English learning	I can transfer academic and communication skills from home language to English	I can talk about cultural differences related to communication	I can compare and contrast different ways of communicating meanings in home language and English	
Strand: Linguistic structures and features						
Sub-strand: Text structure and organisation						
Use range of text types	I can repeat short modelled utterances with understanding	I can comprehend and produce short spoken text types	I can use a small variety of text types for curriculum areas	I can produce a range of coherent texts appropriate for audience and purpose	I can sustain complex ideas and information in coherent spoken texts, taking account of audience and purpose	
Use connectives	I can use basic time and sequence markers	I can sequence events chronologically using time markers	I can use simple time and sequence markers to connect ideas in speech	I can use time signals to link extended speech	I can produce extended speech, using connectives and signal words	
Use cohesive devices	I can use simple conjunctions to link ideas in short utterances	I can use simple cohesive devices to link spoken text	I can use a range of cohesive devices to link ideas	I can use a range of cohesive devices to extend speech	I can use a range of cohesive devices to extend and connect speech	

	Sub-strand: Grammatical patterns				
Use sentence grammar	I can produce short, simple non-standard utterances showing subject–verb relations	I can choose correct syntactic forms for questions, statements and commands	I can use subject–verb–object pronoun pattern correctly	I can construct a range of sentence types	I can formulate extended statements with increasing control over grammatical features
Use verbs	I can produce short, simple non-standard utterances showing subject–verb relations	I can attempt different verb forms, with some consistency	I can use a range of verb forms with increasing accuracy	I can use basic and some complex verb forms accurately	I can use extended topic-related verb groups
Use descriptive language	I can use basic verb forms in context	I can use a small range of common descriptive language	I can use simple descriptive phrases	I can use longer descriptive phrase	I can use a range of extended descriptive phrases
	I can use basic descriptive language				
	Sub-strand: Word knowledge				
Use key vocabulary	I can recognise and use common words relating to familiar class routines, people, experiences and interests	I can identify key vocabulary and ideas from short, familiar spoken texts, supported by context	I can use familiar vocabulary to convey shades of meaning	I can comprehend familiar and specific curriculum area vocabulary in a spoken or digital text	I can use existing vocabulary knowledge to determine the meaning of new words
Use specialised vocabulary	I can use a range of vocabulary from lexical sets related to immediate need, interest or learning	I can use words from lexical sets related to communicative need, interest, experience or learning	I can use topic-related compound words to extend vocabulary	I can use specific curriculum area language, including technical terms	I can use words with multiple meanings across curriculum areas
	Sub-strand: Phonology				
Use pronunciation	I can imitate and practise pronunciation, stress and intonation patterns	I can speak with greater confidence and fluency	I can use pronunciation and some non-verbal features to support communication	I can use pronunciation and non-verbal features to support communication	I can use pronunciation, intonation, volume and stress to support meaning
Self-correct	I can repeat or re-pronounce words or phrases, when prompted, if not understood	I can repeat or re-pronounce words or phrases through self-correction, if not understood	I can self-correct and improve aspects of pronunciation that impede communication	I can identify specific pronunciation problems that need attention	I can self-correct and improve aspects of pronunciation that impede communication

	ACHIEVEMENT STANDARD				
	At Level CL students communicate simply but effectively in English in familiar social and classroom contexts. They communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives, such as time and sequence markers. They use their repertoire with varying accuracy to ask and respond to questions in predictable contexts, express simple ideas and preferences, and provide short explanations and descriptions. They use some strategies to initiate and sustain basic conversations in English, repeating and re-pronouncing as necessary.	**At Level C1** students communicate simply but effectively in English in social and classroom contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.	**At Level C2** students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences.	**At Level C3** students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret accessible spoken and print texts and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand small amounts of abstract and generalised information when appropriate background is provided.	**At Level C4** students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses. They demonstrate understanding of the ways that pauses, stress, rhythm and intonation help to clarify meaning. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners' reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively explicit subjective language. They extract information from challenging spoken texts, using guide questions and taking notes on key ideas.

If it is helpful, the following table can be used to track students progress throughout the term:

Formative Task	Date	You have demonstrated that you can...	Next time...	C-Level (S&L)	Colour

YEAR LEVEL AND SUBJECT – Unit title

LANGUAGE MODE: Reading and Viewing

Student Name	Class	C-Level at the beginning of the unit *(Reading and Viewing)*	C-Level at the end of the unit *(Reading and Viewing)*

	Level CL	Level C1	Level C2	Level C3	Level C4	
Skill	**Strand: Communication**					CAT ★
	Sub-strand: Communication					
Use reading strategies	I can read short, familiar texts	I can attempt to read familiar and unfamiliar texts with fluency	I can employ a repertoire of strategies to read familiar and simple factual and fictional texts	I can interpret and respond to accessible texts from across the curriculum	I can read independently a wide range of accessible texts	
Find specific visual information	I can understand simple visual elements of texts, including basic charts, graphs and other images	I can extract specific information from simple charts, tables or maps	I can locate specific information from subject-based diagrams, graphs and charts	I can extract information from a range of visual representations, including tables, graphs and diagrams	I can extract and manipulate relevant information from a range of texts	
Find specific written information	I can identify some familiar words in different contexts	I can demonstrate understanding by performing a task	I can locate specific information in fictional and factual texts using guide questions	I can skim a text for general meaning and scan to find detailed information	I can summarise the nature and content of a text, including making evaluative comments	
Understand complex texts	I can understand short, simple texts for a range of everyday purposes, relying on considerable contextual support	I can read with understanding a range of simple texts based on predictable language structures and vocabulary	I can read long, complex texts with support from the teacher	I can read with understanding texts on familiar topics, with some visual support	I can adjust reading style to match the purpose for reading a text	
Respond to creative texts	I can respond simply and show reaction to a text	I can respond in a personal way to a short, familiar text	I can respond to creative texts, showing a developing understanding of key events, characters and issues	I can respond to imaginative texts, showing an understanding of key events, characters and issues	I can interpret a text at literal and inferential levels	
Understand websites	I can develop basic digital technology skills that support reading of digital texts	I can use basic features of a website with guidance	I can use basic features of a website appropriately	I can interpret the various icons, menu items and links on an accessible website	I can understand most symbols and changes of font style and how they contribute to or change the meanings in a text	
	Strand: Cultural and plurilingual awareness					
	Sub-strand: Cultural understandings					
Understand purpose and audience	I can show awareness of how to read print texts in English	I can identify the basic purposes and audiences of different print and digital news media texts	I can identify and discuss the purpose, audience and context of particular texts	I can understand the relationship between text structures and social purposes of text types studied in class	I can analyse and interpret language choices and organisation of particular text types in relation to their purpose, audience and context	
Choose texts	I can demonstrate interest in reading books	I can select suitable books to read	I can choose accessible yet challenging texts to read and enjoy	I can experiment with reading long, complex texts with support from the teacher	I can read a range of sustained, complex texts	
	Sub-strand: Plurilingual strategies					
Compare to home language texts	I can recognise differences between texts in English and other languages	I can ompare or contrast texts in English to texts in other languages	I can show awareness of differences in text formats in English compared to home language	I can respond to different cultural attitudes that are exemplified in stories	I can discuss specific characteristics and features of texts in relation to another known language	
Use home language translation	I can use a picture dictionary to find unfamiliar words, asking for support in home language	I can refer to a simple bilingual dictionary or request help from peers or school staff who speak the same home language to find the meaning of unfamiliar words	I can check and/or confirm the meaning of unfamiliar words using a bilingual dictionary	I can refer to a bilingual dictionary to check and extend vocabulary	I can compare connotations of synonyms and antonyms in English and home language, referring to a dictionary or thesaurus in each language	
	Strand: Linguistic structures and features					
	Sub-strand: Text structure and organisation					
Understand text structure	I can show basic understanding of differences between fiction and non-fiction texts through their purpose, topic and layout	I can use organisational and visual elements to suggest the content of a text	I can iIdentify different forms of texts	I can compare the structures of different texts	I can examine the role of the structures and features of mainstream texts in different curriculum areas	
Understand text features	I can use features of the text to make predictions	I can locate directly stated information in a text or illustration	I can interpret the way information is organised in texts	I can outline the role of specific features of a text	I can demonstrate awareness of the role of the structures and features in a range of texts	
Understand cohesive devices	I can recognise basic cohesive devices in a simple text	I can identify what is being referred to by simple cohesive devices in a simple informative text	I can show awareness of how cohesive devices organise ideas	I can identify the role of cohesive markers in a text	I can recognise and follow complex text connections used to link ideas across sentences and paragraphs	
	Sub-strand: Grammatical patterns					
Read sentences	I can sequence words to make simple, familiar sentences	I can demonstrate awareness of basic sentence and question patterns	I can read texts that contain compound and complex sentences of two or three clauses	I can read texts with a range of sentence types	I can demonstrate understanding of complex language	
Identify selected language features	I can recognise simple present and past tense verb forms	I can recognise and follow common imperatives	I can identify some basic language features of texts	I can identify agent, action and consequence in sentences using passive voice	I can understand a range of verb forms in particular text types	

Understand descriptive language	I can identify some high-frequency adjective–noun and verb–adverb combinations	I can understand simple descriptive language within sentences	I can read and understand sentences containing a small range of descriptive language	I can read and understand sentences containing a broad range of descriptive language	I can read and understand complex descriptive language	
Sub-strand: Word knowledge						
Understand vocabulary	I can recognise some familiar words or phrases	I can recognise words for everyday items and actions, and topic-specific vocabulary that has been taught	I can recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas	I can identify thematic groupings of words in a text	I can demonstrate a broad technical vocabulary across the curriculum areas	
Use context clues	I can group familiar words according to their meaning or subject matter	I can use contextual cues to work out the literal meaning of unknown words in a simple text	I can use syntactic, logical and cultural cues to work out the meaning of unknown words in a text	I can use contextual cues to infer the meaning of unknown words	I can use contextual cues to interpret difficult words	
Sub-strand: Grapho-phonics						
Understand basic language	I can name letters of the alphabet and relate them to sounds	I can pronounce a range of words comprehensibly based on knowledge of vocabulary and letter–sound relationships	I can understand the function of punctuation marks			
Read punctuation	I can interpret basic punctuation and spacing	I can understand simple punctuation when reading	I can self-correct pronunciation when reading aloud			
Self-correct	I can self-correct with guidance	I can attempt to self-correct				

	ACHIEVEMENT STANDARD				
	At Level CL students read and complete simple, structured activities around a wide range of familiar, short, simple texts that use repetitive structures and features and are strongly supported by illustrations. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students read their own writing and other simple texts based on well-rehearsed spoken English. They read a range of familiar simple fictional, factual and everyday texts. They name some letters and know the sounds related to many letters and common letter combinations. They attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words. They show some awareness of basic punctuation and use stress, intonation or pausing appropriately when reading familiar texts aloud. They use simple strategies such as pointing to words as they read or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read.	**At Level C1** students read and comprehend a range of short, simple, familiar factual or fictional texts developed by the teacher. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students understand a range of basic print instructions and questions in context. They discuss texts at a literal level, and show some inferential understanding. They demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make predictions about texts. Students read new texts with support, combining their developing knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print text organisation in English, and their emerging knowledge of English grammar. They read some common letter combinations and make logical attempts at reading new words. They use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation.	**At Level C2** students read and comprehend a range of short, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes. They extract the main ideas from factual texts. They show awareness of how some connectives link and sequence ideas within a text. They read on and consider the context when deducing the meaning of unknown words. They read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and sound–symbol relationships to read new words and self-correct. They select basic texts appropriate for particular reading purposes.	**At Level C3** students demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts. They identify the stages of imaginative texts they read, and the role of headings, diagrams and captions in factual texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed cues in sentence structure and vocabulary. They use appropriate metalanguage to talk about the structure and features of a text. They adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea. They use cues from the surrounding text and their sound–symbol knowledge to assist in reading new words.	**At Level C4** students compare and make judgments about different texts (such as texts on the same topic by different authors) and read a wide range of accessible and culturally appropriate texts from across the curriculum with a high degree of independence. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They understand the main meaning by focusing on the first lines of key paragraphs. They adjust their reading style to the task. They locate and organise information from a range of reference sources, including the internet. They identify reference items across complex sentences. They predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer.

If it is helpful, the following table can be used to track students progress throughout the term:

Formative Task	Date	You have demonstrated that you can...	Next time...	C-Level (R&V)	Colour

LANGUAGE MODE: Writing

Student Name	Class	C-Level at the beginning of the unit *(Writing)*	C-Level at the end of the unit *(Writing)*

	Level CL	Level C1	Level C2	Level C3	Level C4	
Skill	**Strand: Communication**					CAT ★
	Sub-strand: Communication					
Present visual information	I can label familiar images and simple maps	I can label images using vocabulary learnt or practised in class	I can present information in a variety of forms	I can use visual stimuli to convey information	I can incorporate visual features into texts	
Write for purpose	I can write short, simple texts for specific purposes related to personal experience	I can write short, simple texts for varied social purposes	I can write texts for social purposes	I can wWrite an argument or discussion	I can write an extended argument or discussion on a familiar issue	
Write factual texts	I can write familiar words and simple sentences independently, with enough accuracy to convey meaning	I can write short factual texts on familiar content, consisting of simple sentences or statements approximating sentences	I can write information texts for general school use, based on modelled language	I can write factual texts showing an awareness of appropriate text structure, purpose and organisation of ideas	I can write extended factual texts conveying a variety of aspects of topics from across the curriculum	
Write creative texts	I can combine writing and drawing to create a short, simple text about a familiar topic	I can write to communicate personal ideas	I can write some creative or personal texts, experimenting with known English	I can write personal and imaginative texts showing an awareness of elements such as text structure or storyline and character	I can write extended personal and imaginative texts showing an awareness of audience and purpose, with teacher prompts	
	Strand: Cultural and plurilingual awareness					
	Sub-strand: Cultural understandings					
Cater for purpose and audience	I can show an awareness of purpose and audience when presenting work	I can use the features of simple text types appropriately	I can use appropriate forms of text for purpose and audience, with guidance	I can understand how the purpose and audience of a text can influence content and form	I can understand how writing contexts, audience and purpose influence function and form	
Revise collaboratively	I can take part in shared writing activities	I can participate in shared or modelled writing activities	I can reflect on own writing through class discussion	I can plan and draft text with support from peers and teacher	I can plan and draft text independently and through group activities	
Use feedback to revise	I can begin to check accuracy	I can redraft text with support, incorporating corrections and suggestions	I can revise text at the word, sentence or whole-text level, based on teacher or peer feedback	I can revise text and proofread for accuracy of expression	I can revise and refine writing in response to feedback from a teacher or peer	
	Sub-strand: Plurilingual strategies					
Use home language translation	I can use memory and/or home language knowledge to retrieve newly learnt words and structures	I can refer to a bilingual dictionary, class lists or previous work to record and find or check words and their meanings	I can access new words from bilingual dictionaries or word lists	I can use home language resources such as bilingual dictionaries to improve range and clarity of expression	I can draw on home language resources to communicate more complex ideas	
Use home language to express ideas	I can use home language and/or mime to seek assistance from teachers or peers with an English word or phrase	I can draw on experience of language patterns in controlled writing activities to express ideas	I can attempt to communicate more complex ideas by drawing on a bilingual dictionary or other home language resources	I can demonstrate the development of metalanguage appropriate to the content and task	I can plan writing, cooperate, and edit texts with a group, using home language	
	Strand: Linguistic structures and features					
	Sub-strand: Text structure and organisation					
Use text structure	I can draw on conventions for organising information	I can show some organisation of subject matter and attempt the structure of a specified text	Organise information and write according to the structure of a specified text	I can plan and sequence information for a specified text	I can write a range of extended texts using the structures appropriate to the text types	
Organise information	I can use repetitive or modelled sentences with information about self and experiences	I can attempt paragraphs and topic sentences	Organise the content of a topic at paragraph level, with teacher guidance, to reflect given or new information	I can write cohesive texts for a range of purposes	I can write a range of cohesive texts with accuracy	
Use cohesive devices	I can use basic conjunctions to connect ideas	I can use simple cohesive devices to structure writing	Link ideas using a range of basic cohesive devices	I can use a range of cohesive devices to connect ideas in text	I can use an extended range of cohesive devices to improve fluency	
	Sub-strand: Grammatical patterns					
Use sentence grammar	I can write sentences that reflect oral language with some examples of correct word order	I can use single-word subject–verb–object word order in simple sentences and noun–pronoun agreements with few errors	I can use mostly standard word order	I can use basic knowledge of grammatical features at the sentence level to argue, persuade, describe, classify, explain or instruct	I can demonstrate control of appropriate grammatical structures that develop the ways to analyse, argue, persuade, describe, classify or explain	
Use sentence types	I can use basic conjunctions to connect ideas	I can use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses	I can develop writing through the use of compound and complex sentences	I can construct extended sentences using simple relative clauses and a range of common conjunctions	I can combine simple sentences into complex sentences using embedding structures	
Use tense	I can use simple verbs	Experiment with different tenses I can end use some common irregular past tense verbs correctly	I can write using a range of tenses with varied accuracy	I can use verb forms appropriate to text type	I can demonstrate control of a wide range of verb forms	
Explain and describe		I can use basic qualifiers and quantifiers to express a range of meaning	I can use adverbials to provide simple detail	I can use a range of expressions to qualify opinions	I can use relative clauses and adjectival expressions for descriptive purposes	
	Sub-strand: Word knowledge					

Use vocabulary for effect	I can write some common words that are already known orally	I can use emerging language to create desired effects	I can use a varied and appropriate vocabulary	I can use vocabulary to create nuance, mood and feeling	I can use imagery to create nuance, mood and feeling	
Use specialised vocabulary	I can use simple topic-specific vocabulary encountered in classroom activities	I can incorporate introduced subject-specific vocabulary into simple sentences	I can use modelled subject-specific vocabulary appropriately	I can use a growing range of simple vocabulary	I can use an expanded vocabulary appropriate for the curriculum area	
Sub-strand: Grapho-phonics						
Use spelling	I can spell familiar, simple words correctly, using knowledge of letter–sound relationships	I can use grapho-phonic knowledge to attempt to spell unknown words	I can spell most commonly encountered words correctly	I can employ a range of strategies to spell words with increasing accuracy	I can spell words accurately using a range of strategies	
Use punctuation	I can use basic punctuation	I can use common punctuation with some consistency	I can use a range of punctuation marks consistently and correctly	I can use punctuation marks to create effects in writing, such as pauses and emphasis	I can use a wide range of punctuation marks to add impact to writing	
Use digital text	I can demonstrate basic keyboard skills	I can use basic digital technology functions	I can develop a small range of skills to create and navigate simple digital texts	I can create, edit and navigate simple digital texts	I can use a range of digital formats and images to enhance meaning and impact	

	ACHIEVEMENT STANDARD				
	At Level CL, in familiar contexts, students write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English. They write for a range of basic classroom and personal purposes, such as making lists and writing simple journal entries and notes, and complete activities following models. They demonstrate an early awareness that print texts in English are presented according to certain conventions, which change according to context and purpose. Their texts use familiar sentence patterns from well-known texts or classroom models. They begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line and basic punctuation. They leave appropriate spaces between words. They attempt to write some new words using their developing knowledge of the sound–symbol system in English, personal dictionaries and glossaries, and resources in the classroom, and by asking for assistance. They copy texts using basic features in software applications.	**At Level C1** students write for a range of basic classroom and personal purposes, making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts. Their basic sentences and short texts are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into simple coherent texts, incorporating basic conventions such as headings and paragraphs. They correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions. With support they plan their texts and provide some additional information through visual texts. They utilise a range of strategies for finding and spelling words, using spelling patterns and checking resources. They use basic features in software applications to write and present their texts.	**At Level C2** students write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying grammatical accuracy. They incorporate emerging vocabulary and grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate some basic relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, tables and images. They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, redraft and improve their writing by discussing alternative ways of arranging and expressing ideas. They use more advanced features in software applications to write, edit and present their texts.	**At Level C3**, through guided activities, students write texts based on an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience. They consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to them. They demonstrate some control of passive voice, a range of tenses and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of conjunctions, connectives and pronoun references. When planning, writing, reviewing and redrafting, they pay some attention to whole-text, sentence and word level issues, including punctuation. They use a range of strategies when spelling new words. They present their writing appropriately, in print and digital forms.	**At Level C4** students write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. With support they vary their writing to be consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features. They incorporate direct and indirect speech, including quotations, appropriately. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context. They plan, draft, edit and present their writing in a range of print and digital forms, as appropriate.

If it is helpful, the following table can be used to track students progress throughout the term:

Formative Task	Date	You have demonstrated that you can...	Next time...	C-Level *(Writing)*	Colour