English as an Additional Language scope and sequence – Pathway C, Levels CL to C4

Strand: Listening and Speaking

| **Level CL** | **Level C1** | **Level C2** | **Level C3** | **Level C4** |
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| **Achievement standards** | | | | |
| Students communicate using simple spoken English in familiar, structured social and classroom contexts. They use 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 model texts 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, basic prepositions and connectives such as time and sequence markers. They 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. | 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 with varying grammatical accuracy to express ideas and preferences, and to provide simple explanations and descriptions. They understand simple instructions and questions, descriptions or explanations in familiar contexts and topics related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, including repeating or re-pronouncing as necessary. | Students use simple 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 conventional expressions to express views and attitudes. They demonstrate some understanding of the structures and features of extended texts by using appropriate stress, intonation, pauses and eye contact, and modelled introductory and concluding sentences. | 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 structure 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 points of view and to give and justify opinions. They interpret 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. | 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 in which 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 deliver formal and informal presentations to an audience. 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. |
| **Content descriptions** | | | | |
| *Students learn to:* | | | | |
| **Sub-strand: Communication** | |  |  | |
| understand the main themes or ideas of highly familiar and routine spoken texts, with extensive teacher support  VC2EALCLL01 | comprehend a simple spoken text, with teacher support  VC2EALC1L01 | understand the main themes and ideas of context-reduced spoken texts, with support  VC2EALC2L01 | identify the main idea in spoken texts, with some contextual support  VC2EALC3L01 | understand the point of view and message of an unfamiliar speaker, with minimal contextual support  VC2EALC4L01 |
| identify single pieces of information in a short spoken text  VC2EALCLL02 | extract essential information from short, simple spoken texts relevant to personal experience, with teacher support  VC2EALC1L02 | extract specific information from spoken or visual texts, using guide questions from the teacher  VC2EALC2L02 | identify specific information, using question, preview and prediction strategies, with some contextual support  VC2EALC3L02 | extract key information or ideas from a variety of spoken texts across the curriculum, with minimal contextual support  VC2EALC4L02 |
| participate in familiar face-to-face interactions and highly contextualised learning activities  VC2EALCLL03 | participate in familiar social and school routines, with teacher support  VC2EALC1L03 | participate in an increasing range of common school and classroom routines  VC2EALC2L03 | participate in informal and formal spoken interactions and routines in familiar classroom situations with a narrow range of speakers, across the curriculum  VC2EALC3L03 | participate effectively in exchanges and conversations with fluent speakers that involve changes of topic and register in the full range of classroom situations across the curriculum  VC2EALC4L03 |
| contribute to a short dialogue or classroom interaction on a familiar topic, with extensive teacher support  VC2EALCLL04 | present a simple prepared response on a familiar topic, with teacher support  VC2EALC1L04 | present a short, prepared formal talk on a researched topic, using notes and props  VC2EALC2L04 | prepare and present a formal talk with some contextual support  VC2EALC3L04 | prepare and deliver an extended formal presentation that reflects a clear progression of ideas relevant to the audience, context and purpose  VC2EALC4L04 |
| **Sub-strand: Text structures and linguistic features** | |  |  | |
| understand short modelled spoken utterances  VC2EALCLL05 | comprehend and produce a small range of short, spoken text types and structures  VC2EALC1L05 | recognise and use a variety of text types and structures in different curriculum areas  VC2EALC2L05 | produce a range of coherent spoken texts appropriate for audience and purpose  VC2EALC3L05 | sustain complex ideas and information in coherent spoken texts, taking account of audience, context and purpose  VC2EALC4L05 |
| understand basic time and sequence markers  VC2EALCLL06 | sequence events chronologically using time markers  VC2EALC1L06 | use a range of simple cohesive devices to connect ideas in speech  VC2EALC2L06 | use a range of cohesive devices to link extended speech  VC2EALC3L06 | produce extended speech using a range of cohesive devices and signal words to connect ideas  VC2EALC4L06 |
| produce short, simple utterances showing subject–verb agreement  VC2EALCLL07 | use different verb forms, with some consistency  VC2EALC1L07 | use a range of verb forms with increasing accuracy  VC2EALC2L07 | use more complex verb forms accurately  VC2EALC3L07 | formulate extended topic-related verb groups with increasing control over grammatical features  VC2EALC4L07 |
| use basic descriptive language  VC2EALCLL08 | use a small range of common descriptive language  VC2EALC1L08 | use simple descriptive phrases  VC2EALC2L08 | use longer descriptive phrases  VC2EALC3L08 | use a range of extended descriptive phrases  VC2EALC4L08 |
| recognise and use common words relating to familiar classroom routines, personal experiences and needs  VC2EALCLL09 | recognise and use key vocabulary and ideas from short, familiar spoken texts, supported by context  VC2EALC1L09 | use familiar vocabulary to convey nuance  VC2EALC2L09 | use familiar and specific curriculum area vocabulary in spoken and/or multimodal texts  VC2EALC3L09 | use words with multiple meanings across curriculum areas  VC2EALC4L09 |
| recognise and reproduce pronunciation  VC2EALCLL10 | recognise and reproduce pronunciation patterns  VC2EALC1L10 | use pronunciation to support communication  VC2EALC2L10 | use pronunciation to enhance communication  VC2EALC3L10 | use pronunciation and word stress accurately  VC2EALC4L10 |
| recognise stress and intonation patterns and common paralinguistic (non-verbal) features and attempt to use them in interaction  VC2EALCLL11 | recognise and reproduce stress and intonation patterns with greater confidence and fluency  VC2EALC1L11 | understand and use a range of sentence stress, intonation and other paralinguistic (non-verbal) features to manage interactions  VC2EALC2L11 | employ a greater range of sentence stress, intonation and paralinguistic (non-verbal) skills  VC2EALC3L11 | apply sentence stress, intonation and paralinguistic (non-verbal) features purposefully  VC2EALC4L11 |
| **Sub-strand: Plurilingual and cultural strategies** | |  |  | |
| distinguish spoken English from other languages and attempt to respond appropriately  VC2EALCLL12 | identify differences between aspects of spoken English and other languages  VC2EALC1L12 | identify similarities and differences between spoken English and home language(s)  VC2EALC2L12 | talk about cultural differences related to spoken communication  VC2EALC3L12 | analyse and evaluate similarities and differences in spoken language use across cultures  VC2EALC4L12 |
| repeat or re-pronounce words or phrases if not understood, when prompted  VC2EALCLL13 | ask for repetition or clarification to confirm understanding of spoken communication and ask for help  VC2EALC1L13 | self-correct and improve aspects of spoken English use that impede communication  VC2EALC2L13 | self-assess and improve aspects of spoken English language use to enhance communication  VC2EALC3L13 | employ a range of strategies to enhance comprehension and production of spoken English  VC2EALC4L13 |
| draw on home language resources to enhance learning when listening and speaking  VC2EALCLL14 | draw on a range of home language resources when listening and speaking  VC2EALC1L14 | draw on a wide range of home language resources when listening and speaking  VC2EALC2L14 | draw on an extensive range of home language resources when listening and speaking  VC2EALC3L14 | draw on an extensive and varied range of home language resources when listening and speaking  VC2EALC4L14 |
| interact simply with peers in spoken group-work activities  VC2EALCLL15 | listen and speak appropriately during small-group interactions  VC2EALC1L15 | interact with peers in routine pair or group-work activities  VC2EALC2L15 | contribute to collaborative group work  VC2EALC3L15 | initiate and manage collaborative group work  VC2EALC4L15 |

Strand: Reading and Viewing

| **Level CL** | **Level C1** | **Level C2** | **Level C3** | **Level C4** |
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| **Achievement standards** | | | | |
| Students read a wide range of simple, familiar fiction, information and everyday print and digital texts in handwritten, visual, multimodal and interactive formats. They complete simple structured activities about these texts. Students read their own writing and other simple texts based on well-rehearsed spoken English. They name some letters and know the sounds related to many letters and common letter combinations. They attempt to sound out words, recognise some high-frequency words and read some unfamiliar words based on the similarity of these to known words. They demonstrate 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. | Students read and comprehend a range of short, simple, familiar information or fictional texts developed by the teacher. These texts may be print or digital, 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 they use titles and chapter headings to make predictions about texts. They combine their developing knowledge of English phoneme–grapheme correspondences, 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 to read unfamiliar texts with support. They read some common letter combinations and make logical attempts at reading unfamiliar words. They use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation. | Students read and comprehend a range of short, familiar fictional and information print and digital texts and, when well supported, some unfamiliar texts. These texts include handwritten, visual, multimodal and interactive texts.  Students demonstrate comprehension beyond the literal level, by suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings and diagrams to assist in reading texts from all curriculum areas and for a range of purposes. They extract the main ideas from information texts. They show awareness of how some connectives link and sequence ideas within a text. They read and consider the context when deducing the meaning of unfamiliar words. They read aloud with a degree of fluency, and draw on their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and phoneme–grapheme correspondences to read unfamiliar words and self-correct. They select basic texts appropriate for specific reading purposes. | Students demonstrate a basic understanding of the main ideas, issues or plot developments in a range of print and digital texts across all curriculum areas. These texts include 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 structure of imaginative texts they read, and the role of headings, diagrams and captions in information 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 a task, reading closely for analysis, scanning for specific information and skimming for the main idea. They use their knowledge of phoneme–grapheme correspondences and cues from surrounding text to assist in reading unfamiliar words. | Students compare and make judgements 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, 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 a task. They locate and organise information from a range of reference sources, including the internet, and begin to synthesise and make meaning from increasingly complex texts. 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. |
| **Content descriptions** | | | | |
| *Students learn to:* | | | | |
| **Sub-strand: Communication** | |  |  | |
| understand the theme or main idea of short, simple, familiar texts, with teacher modelling and contextual support  VC2EALCLR01 | understand the main themes or ideas of familiar and unfamiliar texts, with teacher support  VC2EALC1R01 | identify the main idea in simple texts, with teacher support  VC2EALC2R01 | skim a range of texts with some contextual support for general meaning  VC2EALC3R01 | identify, analyse and evaluate the main ideas in a range of complex and unfamiliar texts  VC2EALC4R01 |
| identify some familiar words and phrases in different contexts, with teacher modelling and contextual support  VC2EALCLR02 | extract specific information from a range of simple texts based on predictable language structures and vocabulary, with teacher support  VC2EALC1R02 | locate specific information in simple print and digital texts, with teacher support  VC2EALC2R02 | scan a print text with some contextual support to find detailed information  VC2EALC3R02 | extract and evaluate relevant information in a range of texts  VC2EALC4R02 |
| understand simple visual elements of texts, including basic charts, graphs and other images, with teacher modelling and contextual support  VC2EALCLR03 | extract specific information from simple charts, tables or maps, with teacher support  VC2EALC1R03 | locate specific information from subject-based diagrams, graphs and charts, with teacher support  VC2EALC2R03 | extract information from a range of visual representations, including tables, graphs and diagrams, with some teacher support  VC2EALC3R03 | interpret and evaluate visual representations in a range of texts  VC2EALC4R03 |
| use simple text features to make predictions  VC2EALCLR04 | use contextual cues to work out the literal meaning of unfamiliar words in a simple text, with teacher support  VC2EALC1R04 | use contextual cues to predict meaning  VC2EALC2R04 | use contextual cues to infer meaning  VC2EALC3R04 | interpret a text at literal and inferential levels  VC2EALC4R04 |
| **Sub-strand: Text structures and linguistic features** | |  |  | |
| identify text types based on their features, purpose, topics and layout  VC2EALCLR05 | use organisational and visual elements to suggest the content of a text  VC2EALC1R05 | identify different text types  VC2EALC2R05 | compare the structures of different texts  VC2EALC3R05 | examine the role of the structures and features of texts from different curriculum areas  VC2EALC4R05 |
| recognise basic cohesive devices in a simple text  VC2EALCLR06 | identify what is being referred to by simple cohesive devices in a simple text  VC2EALC1R06 | understand how cohesive devices organise ideas  VC2EALC2R06 | identify the role of cohesive markers in a text  VC2EALC3R06 | understand complex text connections used to link ideas across sentences and paragraphs  VC2EALC4R06 |
| sequence words to make simple, familiar sentences  VC2EALCLR07 | recognise basic sentence and question patterns  VC2EALC1R07 | read texts that contain compound and complex sentences of 2 or 3 clauses  VC2EALC2R07 | read texts with a range of sentence types, including complex and compound sentences with multiple clauses  VC2EALC3R07 | understand complex language  VC2EALC4R07 |
| recognise simple present and past tense verb forms  VC2EALCLR08 | recognise common imperatives  VC2EALC1R08 | distinguish between verb tenses  VC2EALC2R08 | identify agent, action and consequence in sentences using passive voice  VC2EALC3R08 | understand a range of verb forms in particular text types  VC2EALC4R08 |
| identify some common adjective–noun and verb–adverb combinations  VC2EALCLR09 | understand simple descriptive language within sentences  VC2EALC1R09 | read and understand a range of descriptive language  VC2EALC2R09 | read and understand sentences containing a wide range of descriptive language  VC2EALC3R09 | read and understand complex descriptive language  VC2EALC4R09 |
| recognise some familiar words or phrases  VC2EALCLR10 | recognise words for everyday items and actions, and topic-specific vocabulary that has been taught  VC2EALC1R10 | recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas  VC2EALC2R10 | identify thematic groupings of words in a text  VC2EALC3R10 | recognise and use a wide range of words, including unusual and technical words and phrases, with accuracy  VC2EALC4R10 |
| name letters of the alphabet and relate them to sounds  VC2EALCLR11 | pronounce a range of words comprehensibly when reading aloud, based on knowledge of vocabulary and phoneme–grapheme correspondences  VC2EALC1R11 | apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar words  VC2EALC2R11 | employ a range of strategies to decode words and phrases with increasing accuracy  VC2EALC3R11 | recognise and use a wide range of spelling conventions  VC2EALC4R11 |
| interpret basic punctuation and spacing  VC2EALCLR12 | understand simple punctuation when reading  VC2EALC1R12 | understand the function of punctuation marks  VC2EALC2R12 | interpret an increasing range of punctuation marks  VC2EALC3R12 | understand most symbols and changes of font style and how they contribute to or change the meanings in a text  VC2EALC4R12 |
| **Sub-strand: Plurilingual and cultural strategies** | |  |  | |
| recognise differences between reading texts in English and in home language(s)  VC2EALCLR13 | identify differences in texts in English compared to home language(s)  VC2EALC1R13 | compare and contrast texts in English and home language(s)  VC2EALC2R13 | respond to different cultural values and attitudes that are exemplified in texts  VC2EALC3R13 | analyse and evaluate specific characteristics and features of English texts in relation to home language(s)  VC2EALC4R13 |
| select and engage with texts for different purposes  VC2EALCLR14 | select suitable books to read, with teacher support  VC2EALC1R14 | select and read accessible yet challenging texts, with teacher support  VC2EALC2R14 | select and read long complex texts, with teacher support  VC2EALC3R14 | read a wide range of long complex print and digital texts independently  VC2EALC4R14 |
| draw on home language resources to enhance learning when reading and viewing  VC2EALCLR15 | draw on a range of home language resources when reading and viewing  VC2EALC1R15 | draw on a wide range of home language resources when reading and viewing  VC2EALC2R15 | draw on an extensive range of home language resources when reading and viewing  VC2EALC3R15 | draw on an extensive and varied range of home language resources when reading and viewing  VC2EALC4R15 |
| respond to a shared text and shared reading activities  VC2EALCLR16 | participate in teacher-led reading activities  VC2EALC1R16 | participate in shared reading activities, expressing personal views  VC2EALC2R16 | contribute to shared reading activities, including personal responses  VC2EALC3R16 | contribute to and lead shared reading activities, including eliciting and communicating personal responses  VC2EALC4R16 |

Strand: Writing

| **Level CL** | **Level C1** | **Level C2** | **Level C3** | **Level C4** |
| --- | --- | --- | --- | --- |
| **Achievement standards** | | | | |
| Students write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English in familiar contexts. They write for a range of basic classroom and personal purposes, such as making lists and writing simple recounts and notes, and complete activities following models and examples. They recognise that print texts in English are based on 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 text, attending to the relative sizes and shapes of letters, their position on a line and basic punctuation. They leave appropriate spaces between words. They attempt to write some unfamiliar words using their developing knowledge of phoneme–grapheme correspondences in English, referring to personal dictionaries, glossaries and classroom resources and asking for assistance. They copy and create texts using digital tools. | Students write for a range of basic classroom and personal purposes, including making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts. They write simple sentences and short texts that 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 grammatical errors and rework drafts in response to the teacher’s suggestions. With support, they plan their texts and provide some additional information through visual texts. They use a range of strategies for finding and spelling words, using spelling patterns and checking resources. They use digital tools to write and present their texts. | Students write 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 spelling and grammatical accuracy. They incorporate emerging vocabulary, punctuation and grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate basic relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, tables and images. They use simple model texts 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 a range of digital resources to write, edit and publish their texts. | Through guided activities, students write texts based on an extensive range of fictional and information text types across all curriculum areas, 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 these. 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 unfamiliar words. They present their writing appropriately, in print and digital forms. | Students write, with appropriate support, the full range of extended imaginative and information 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, including spelling. 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. |
| **Content descriptions** | | | | |
| *Students learn to:* | | | | |
| **Sub-strand: Communication** | |  |  | |
| write short, simple texts for specific purposes, related to personal experience  VC2EALCLW01 | write short, simple texts for varied social purposes, with teacher support  VC2EALC1W01 | write texts for a narrow range of social purposes, with teacher support  VC2EALC2W01 | write a simple argument or discussion  VC2EALC3W01 | write an extended argument or discussion on a specific issue  VC2EALC4W01 |
| write words and simple sentences with enough accuracy to convey meaning  VC2EALCLW02 | write short information texts on familiar content, consisting of simple sentences or statements approximating sentences  VC2EALC1W02 | write information texts for general school use, based on modelled language  VC2EALC2W02 | write information texts showing an awareness of appropriate text structure, purpose and organisation of ideas  VC2EALC3W02 | write extended information texts conveying a variety of aspects of topics from across the curriculum  VC2EALC4W02 |
| combine writing and drawing to create a short, simple text about a familiar topic  VC2EALCLW03 | write to communicate personal ideas, with teacher support  VC2EALC1W03 | write some imaginative or personal texts, with support  VC2EALC2W03 | write imaginative texts showing an awareness of elements such as text structure or storyline and character  VC2EALC3W03 | write extended imaginative texts showing an awareness of audience and purpose, with teacher prompts  VC2EALC4W03 |
| draw and/or label simple visuals  VC2EALCLW04 | label images using vocabulary learnt or practised in class  VC2EALC1W04 | write texts with a variety of visual forms  VC2EALC2W04 | use visual stimuli to convey information  VC2EALC3W04 | incorporate visual features into extended texts  VC2EALC4W04 |
| **Sub-strand: Text structures and linguistic features** | | | | |
| draw on conventions for organising information  VC2EALCLW05 | organise subject matter and attempt to use the structure of a specified text type  VC2EALC1W05 | organise information and write according to the structure of a specified text to reflect given or new information  VC2EALC2W05 | plan and sequence information for a specified text using a model text  VC2EALC3W05 | write a range of extended texts using a structure appropriate to each text type  VC2EALC4W05 |
| use basic conjunctions to connect ideas  VC2EALCLW06 | use simple cohesive devices to structure writing  VC2EALC1W06 | link ideas using a range of basic cohesive devices  VC2EALC2W06 | write cohesive texts for a range of purposes  VC2EALC3W06 | write a range of cohesive texts with accuracy  VC2EALC4W06 |
| write sentences that reflect spoken language, with attempts at correct word order  VC2EALCLW07 | use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses  VC2EALC1W07 | use compound and complex sentences in developing writing  VC2EALC2W07 | construct appropriate extended sentences using simple relative clauses and a range of common conjunctions  VC2EALC3W07 | combine simple sentences into complex sentences using embedding structures  VC2EALC4W07 |
| use simple verbs  VC2EALCLW08 | experiment with different tenses and use some common irregular past tense verbs correctly  VC2EALC1W08 | write using a range of tenses, including simple and continuous present and past tense, with varying accuracy  VC2EALC2W08 | use verb forms appropriate to text type  VC2EALC3W08 | control a wide range of verb forms  VC2EALC4W08 |
| use simple descriptive language  VC2EALCLW09 | use basic qualifiers and quantifiers to express a range of meaning  VC2EALC1W09 | use adverbials and prepositions to provide simple detail  VC2EALC2W09 | use a range of expressions to qualify opinions  VC2EALC3W09 | use relative clauses and adjectival expressions for descriptive purposes  VC2EALC4W09 |
| write some common words that are familiar from spoken language  VC2EALCLW10 | use a range of simple subject-specific vocabulary  VC2EALC1W10 | use a varied and appropriate vocabulary  VC2EALC2W10 | use a range of vocabulary to create nuance, mood and feeling  VC2EALC3W10 | use an expanded vocabulary appropriate for the curriculum area  VC2EALC4W10 |
| spell simple, familiar words correctly, using knowledge of phoneme–grapheme correspondences  VC2EALCLW11 | use graphophonic knowledge to attempt to spell unfamiliar words  VC2EALC1W11 | spell most encountered words correctly, drawing on a range of strategies including graphophonic and morphemic knowledge, context clues and/or home language strategies  VC2EALC2W11 | employ a range of strategies to spell words with increasing accuracy  VC2EALC3W11 | spell words accurately using a range of strategies  VC2EALC4W11 |
| use basic punctuation  VC2EALCLW12 | use common punctuation with some consistency  VC2EALC1W12 | use a range of punctuation marks consistently and correctly  VC2EALC2W12 | use punctuation marks to create effects in writing, such as pauses and emphasis  VC2EALC3W12 | use a wide range of formatting and features, including punctuation marks, to add impact to writing  VC2EALC4W12 |
| **Sub-strand: Plurilingual and cultural strategies** | | | | |
| consider purpose and audience when presenting work  VC2EALCLW13 | use the features of simple text types appropriately  VC2EALC1W13 | choose different forms of text and discuss their appropriateness for purpose and audience, with teacher support  VC2EALC2W13 | understand how the purpose and audience of a text can influence content and form  VC2EALC3W13 | analyse and evaluate the ways in which different cultural contexts, audiences and purposes influence function and form  VC2EALC4W13 |
| check accuracy of writing  VC2EALCLW14 | revise and edit texts with support, incorporating corrections and suggestions  VC2EALC1W14 | revise and edit texts at the word, sentence and whole-text level, based on teacher or peer feedback  VC2EALC2W14 | revise and edit texts, with support from peers and the teacher  VC2EALC3W14 | revise and edit texts independently  VC2EALC4W14 |
| draw on home language resources to enhance learning when writing  VC2EALCLW15 | draw on a range of home language resources when writing  VC2EALC1W15 | draw on a wide range of home language resources when writing  VC2EALC2W15 | draw on an extensive range of home language resources when writing  VC2EALC3W15 | draw on an extensive and varied range of home language resources when writing  VC2EALC4W15 |
| take part in shared writing activities  VC2EALCLW16 | participate in teacher-led writing activities  VC2EALC1W16 | participate in shared writing activities with peers  VC2EALC2W16 | contribute to shared writing events  VC2EALC3W16 | contribute to and lead shared writing events  VC2EALC4W16 |