

Learning English: Achievement and Proficiency (LEAP)

# LEVELS 1–6 LANGUAGE



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WRITING	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p><b>CREATING TEXTS</b></p> <p><i>See also overviews of <b>Text types forms and functions</b> for more detailed descriptions of expectations for various genres</i></p>	<p>Copies a few words relating to immediate context and/or visuals</p> <p>May 'play' write: writes random letters and symbols</p>	<p>Copies short sentences and begins to write 1–2 words:</p> <ul style="list-style-type: none"> <li>• copies short sentences scribed by teacher</li> <li>• uses cards of common words and phrases to construct own sentence to then copy</li> <li>• labels pictures of items relevant to immediate context</li> </ul>	<p>Begins to write simple phrases and strings of words approximating sentences:</p> <ul style="list-style-type: none"> <li>• writes 2–3 phrases about themselves</li> <li>• writes 2–3 phrases to describe and accompany provided visual materials (tables, illustrations, diagrams)</li> </ul> <p>Organises visual and basic written information in logical order</p>	<p>Constructs very short elementary examples of basic genres, in which they present ideas in simple logical order</p>	<p>Constructs familiar learning area genres with a little detail about events and about the participants in those events</p>	<p>Constructs examples of simple genres. In these texts they use:</p> <ul style="list-style-type: none"> <li>• known topic information, eg uses ideas and key words from texts read/ viewed for own writing</li> <li>• familiar, mostly spoken-like language structures</li> </ul>

GRAMMAR: Whole text level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	<b>COHESIVE DEVICES</b>					
<i>Reference (such as pronouns and demonstratives/pointers)</i>	Thread begins at Level 2	Uses <b>one or two examples</b> of pronoun reference: <i>I; he</i>	Uses some of the <b>most basic pronouns</b> with <b>varying accuracy</b> : <i>I; he; we; it; you; my</i>	Uses <b>most common pronouns more accurately</b> , though <b>often relies on reader inferring</b> who/what <b>from a shared context</b> : <ul style="list-style-type: none"> <li>subject (before verb) pronouns: <i>it; they; he; she</i></li> <li>object (after verb) pronouns: <i>him; her</i></li> <li>possessive (before noun) pronouns: <i>my; our; their; your; his; her</i></li> </ul>	Uses <b>simple pronoun reference accurately most of the time</b> to <b>refer back to previously named people and objects</b> when the <b>referent (noun)</b> is <b>close</b> to the pronoun: <i>I have a bird. It can talk; people give us red envelopes. They have coins in them</i> <b>References may at times be ambiguous and rely on reader to make the connections</b>	
<i>Text connectives</i>	Thread begins at Level 6					Uses <b>1–2 simple text connectives between sentences</b> to show logical sequence: <i>then; now; and, also; so, after</i>
<i>Sentence openers – Orientation to the message</i> <b>adverbs/adverbial phrases</b> (circumstance of time and/or place and beyond, eg manner) <b>subordinate clauses</b> (of time and condition)	Thread begins at Level 3		<b>Relies on models to produce simple, repetitive sentence openers</b> : <ul style="list-style-type: none"> <li><b>personal pronoun</b>: <i>I am fishing; I catch fish</i></li> <li>uses <b>topic</b> as repetitive sentence opener: <i>The wolf look like dog; The wolf live in Albania; The wolf eat mouse; Barty new hat; Barty's hat got stolen; Barty's hat cumd back</i></li> </ul>	Uses <b>repetitive sentence openers</b> in own writing: <ul style="list-style-type: none"> <li>a <b>limited range of personal pronouns</b>: <i>They all jumped in the mud. They all jumped in again; I like to play with my cars. They go fast</i></li> <li>uses <b>topic</b> as repetitive sentence opener: <i>Dunbi has 1 head. Dunbi has a orange body. Dunbi has fin legs.</i></li> </ul>	Uses <b>formulaic sentence openers</b> : <ul style="list-style-type: none"> <li><b>action</b> (doing) <b>verbs in procedures</b></li> <li><b>name of person/thing</b> that is the <b>topic</b> of a <b>description/report</b></li> <li><b>1–2 basic very short phrases of time in recounts</b>: <i>On Chinese New Year; After lunch</i></li> </ul>	Uses <b>sentence openers to match genre pattern</b> : <ul style="list-style-type: none"> <li><b>action</b> (doing) verbs in procedures and 1–2 simple circumstances: <i>Carefully</i></li> <li><b>name or pronoun to refer to</b> person/thing that is the <b>topic</b> of a <b>description/report</b></li> <li><b>2–3 circumstances of time or place</b> at key stages of <b>recounts, narratives and explanations</b>: <i>Today; This morning; Two weeks ago; One very stormy night; After two months; After a while</i></li> </ul>
<b>passive voice</b> (to focus on the 'done to' rather than 'do-er')	Thread begins at Level 7					
<b>abstractions</b> (through nominalisation)	Thread begins at Level 9					

GRAMMAR: Sentence level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
SENTENCE STRUCTURES						
<i>Simple sentences (beginning as fragments)</i>	<b>Copies words:</b> <i>me, book</i>	<b>Relies on copying to write fragments or short simple sentences</b>	<b>Writes fragments or simple sentences with varying accuracy and repetitive structures:</b> <i>The wolf look like dog; The wolf live in Albania; The wolf eat mouse; Barty new hat; Barty's hat got stolen; Barty's hat cumd back</i>	Writes <b>mostly complete</b> simple sentences that <b>may include</b> simple <b>circumstances:</b> <i>On Saturday I went shopping; After I played with my brother; We played chasey; I play with my cars; They go fast; My dad in Hong Kong going</i>	Writes <b>mostly accurate simple sentences</b> , with: <ul style="list-style-type: none"> <li>a <b>short noun group:</b> <i>It has a round body; He has a red cape</i> and/or</li> <li>1–2 <b>circumstances:</b> <i>I am at the beach; Kids used to sit in rows of tables; Keep going south, to the trees; On Wednesday 27th of June our class, room 3 went to Kings Park</i></li> </ul>	
<i>Compound sentences</i> <b>coordinating</b> (linking) <b>conjunctions</b>	Thread begins at Level 3		Uses <b>1–2 examples of linking ideas with</b> the simplest linking conjunction <b>and:</b> <i>On Sunday I went to school and I went to church and I went to shop</i>	Writes <b>compound sentences with varying accuracy</b> , linking ideas using 1–2 simplest coordinating (linking) conjunctions: <b>and, and then:</b> <ul style="list-style-type: none"> <li>joining two clauses: <i>My plant was a seed and it grewed a stem; It got two leaves and then it got a flower</i></li> <li>may string together to write 'run-on' sentences: <i>I jump in the pool and I play and I get a ball and I throw it in and then I get it</i></li> </ul>	Writes compound sentences formed using <b>3–4 coordinating</b> (linking) <b>conjunctions with varying accuracy:</b> <b>and, and then, but, so:</b> <i>I didn't like it and it made me sad; They saw Queenie in the lake and then they took her home; Mum and dad didn't like it so they took it to the farm; I thought the sound will be the loudest but it was the softest</i>	Writes compound sentences formed using <b>4–5 coordinating</b> (linking) <b>conjunctions:</b> <b>and, and then, but, or, so:</b> <i>Go round the seat and go south; A square is like a diamond but it ...; I wanted to go in so I tried to open the door; Some have more air or they ...; We put potting mix in and then ...</i>
<i>Complex sentences with subordinate clauses</i>	Thread begins at Level 4			Begins to use subordinate clauses in response to a question:	Writes <b>complex sentences using:</b>	Writes <b>complex sentences with varying accuracy using 3 different common resources:</b>
<b>subordinating</b> (binding) <b>conjunctions</b>	Thread begins at Level 4			Uses <b>because</b> to write an <b>incomplete sentence:</b> 'Why do you think that?' <i>Because he broke it;</i> 'Why did it move that way?' <i>Because it's round</i>	<ul style="list-style-type: none"> <li><b>1 of the most common subordinating</b> (binding) <b>conjunctions, typically because:</b> <i>I chose the Very Hungry Caterpillar because I like curly caterpillars</i></li> </ul>	<ul style="list-style-type: none"> <li><b>common</b> (binding) <b>subordinating conjunctions:</b> <b>because, when, after, if, so</b> (meaning so that): <i>When we got off the bus ...; A tissue box is a rectangle because ...; People go to school so (that) they can learn; If we do not have fresh water ...</i></li> </ul>
<b>non-finite clauses</b> infinitive 'to + verb' form, meaning 'in order to'	Thread begins at Level 5				<ul style="list-style-type: none"> <li>the <b>simplest non-finite clauses</b>, using <b>'to + verb'</b> (meaning 'in order to + verb'): <i>I used a number line to count; I went to the shops to buy some lollies</i></li> </ul>	<ul style="list-style-type: none"> <li><b>simple non-finite clauses:</b> <i>She followed the thief to get the bag</i></li> </ul>
<b>relative clauses</b>	Thread begins at Level 8					

GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	<b>VERBS AND VERB GROUPS</b>					
<b>Vocabulary</b>	Moving from understanding (receptive) to using <b>frequently encountered, common, everyday verbs</b>			Using a <b>growing range</b> of <b>simple 'everyday'</b> spoken vocabulary and <b>begins</b> to use vocabulary <b>beyond common, everyday</b>		
<i>Representing different processes</i> <b>action/doing</b>	<b>Matches verbs to visuals</b> and <b>copies</b> as labels	<b>Copies or writes verbs as labels</b> <b>Orally uses</b> verbs expressing <b>common actions</b> to describe pictures: <b>eat; cooking;</b> my mum <b>buy</b> for me; <b>go</b> Grandma's house; <b>cutting</b> the grass and <b>copies teacher translation</b>	<b>Writes verbs to express action/doing:</b> he <b>walk;</b> he <b>sit;</b> he <b>look;</b> he <b>come</b> to school; he <b>make</b> some boat; he <b>put</b> some fish; I <b>play</b> with Kaihla	<b>Writes verbs to express processes of action/doing,</b> using <b>1–2 less common:</b> it <b>draws;</b> Santa <b>gives</b> presents; <b>build</b> a snowman; <b>drink</b> hot chocolate; <b>watching</b> TV; they <b>jumped;</b> it <b>rolls</b>	<b>Begins to use vocabulary beyond common everyday</b> verbs to express <b>action/doing:</b> it <b>froze;</b> <b>ride</b> my bike; the dove <b>flew;</b> <b>pecked</b> his foot; <b>steals</b>	<b>Uses more uncommon,</b> verbs, adopting school 'topic' vocabulary to express processes of <b>action/doing:</b> <b>cast</b> a spell; <b>melt</b> chocolate; chicks <b>crawl;</b> <b>arrived;</b> <b>might escape</b>
<b>mental thinking, feeling, perceiving, sensing</b> to represent inner processes	Thread begins at Level 3		Uses <b>1–2</b> verbs to express <b>feeling/desire:</b> he <b>wants</b> it	Uses <b>1–2 thinking and feeling verbs</b> to express <b>likes, dislikes</b> and <b>simple opinions:</b> I <b>think</b> kittens <b>are</b> the best pet; I <b>think</b> the elephant <b>is</b> cool; I <b>like</b> it; I <b>didn't like</b> it		Uses <b>1–2</b> thinking/feeling verbs <b>beyond think</b> and <b>like:</b> <b>no-one liked</b> him; he <b>thinks</b> ...; she <b>loved</b> it; I <b>chose</b> it
<b>relating being</b> (am, is, are, was were, will be) <b>having</b> (have, has, had, will have) <b>causing</b> (made)	Thread begins at Level 3		Describes using: • <b>being/verb 'to be':</b> it <b>was</b> fun; the bell <b>is</b> fat; these things <b>are</b> short	Describes using: • <b>being/verb 'to be':</b> I <b>am</b> a baby; they <b>are</b> round • <b>having/verb 'to have':</b> it <b>has</b> legs	Describes and informs using: • <b>being/verb 'to be':</b> it <b>was</b> the softest • <b>having/verb 'to have':</b> I <b>have</b> 4 candles	Describes and informs using: • being: <b>1–2 synonyms</b> for <b>verb 'to be':</b> a wombat <b>looks like</b> a small bear; a boat <b>called</b> the Pinky Winky; they <b>can</b> both <b>equal</b> the same number
	Thread begins at Level 5				• <b>simple causing:</b> it <b>made</b> me sad	<b>simple causing:</b> it <b>made</b> me <b>think</b>
<b>saying</b> to represent interaction	Thread begins at Level 5				Uses <b>1–2</b> verbs to express <b>saying:</b> I <b>said</b> I was ...; he <b>is telling</b> her	

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	<b>VERBS AND VERB GROUPS</b>					
<b>Grammatical accuracy</b> <i>Expanded verb groups</i> <b>negatives</b> <b>modals</b>	Thread begins at Level 3		<b>Attempts</b> to express <b>negative</b> form of verbs: <i>I <b>no catch</b> them; they <b>go not</b> anymore; I <b>not</b> good English</i>	<b>Begins to use, with limited control</b> , 1–2 verb groups using: • <b>negatives</b> : <i>I <b>don't</b> know</i> • <b>modals</b> : <i>we <b>can</b> swim</i>	Demonstrates <b>more consistent control</b> of verb groups using: • <b>negatives</b> : <i>I <b>didn't</b> like it; it <b>doesn't</b> have a name; <b>do not</b> walk on the grass; I <b>can't</b> see any; if we <b>do not</b> have fresh water, we <b>will not</b> survive</i> • <b>modals</b> : <i>it <b>can</b> walk; I <b>can</b> ride; the plant <b>can</b> get water; it <b>did</b> float</i>	
<b>multi-word verb groups</b>	Thread begins at Level 5				<b>Begins to use multi-word verb groups</b> : <i>his friends <b>tried to help</b></i>	<b>Uses multi-word verb groups</b> : <i><b>loved to dance; need to change; starts off; keep going; is trying to tell me</b></i>
<i>Tense simple elaborated</i>	Thread begins at Level 3		<b>Begins to use, with limited control</b> and consistency: • simple past tense for common actions: <i><b>opened; hopped; went</b></i> • simple future tense for common actions: <i><b>will get</b></i>	Demonstrates <b>some control of simple tenses in simple sentences</b> : • present: <i><b>has; like; gives</b></i> • past: <i><b>was; walked; said; played; brushed; had</b></i> • future: <i><b>I'll get; is going to be</b></i> <b>Overgeneralises '-ed' for past</b> tense with most irregular verbs: <i><b>grewed; heard</b></i> <b>May use inconsistent tense in a compound (or complex) sentence</b> : <i>I <b>drink</b> hot chocolate in bed and <b>watching</b> TV</i>	Shows <b>control of simple tenses for most regular and some irregular verbs</b> : • present: <i><b>eat; bring</b></i> • past: <i><b>landed; pecked; watched; came; used to sit</b></i> • future: <i><b>I'll invite; I'll give; I'll make; it will die</b></i> <b>Inconsistent control of some irregular verbs</b> : <i><b>threwed; he hold</b> it in a special way</i> <b>May continue to use inconsistent tense across clauses in a compound (or complex) sentence</b> : <i>If you <b>leave</b> glass on the floor the sun <b>could reflected</b> off it and <b>burn</b> the leaves.</i>	Demonstrates <b>control of simple tenses</b> : • including <b>past tense</b> form of the <b>most commonly used irregular verbs</b> : <i><b>did; saw; took; ate</b></i> <b>Some control of complex verb groups using elaborated tenses ('-ing' as continuous ongoing form)</b> : <i>they <b>were running</b>; we <b>are using</b> it; he <b>is digging</b></i> <b>Maintains tense within compound and complex sentences when using simple tenses</b> : <i>I <b>wanted to go</b> inside so I <b>tried to open</b> the door; a tissue box <b>is</b> a rectangle because it <b>has</b> 4 straight sides</i>

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	<b>ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES</b>					
<b>Vocabulary</b>	Thread begins at Level 2	<b>Copies or writes prepositions as labels</b>	Uses <b>very basic phrases</b> to express circumstances of <b>place</b> and <b>time with varying accuracy</b> :	Uses <b>basic phrases</b> to express the circumstances of <b>place</b> and <b>time with greater accuracy</b> :	Uses <b>adverbs and phrases</b> to express time, place of events and manner <b>mostly accurately</b> :	Uses <b>adverbs and phrases</b> to express <b>more specific details</b> of the time, place and manner of events:
<i>Expressing details surrounding the process</i> <b>place – where?</b> <b>time – when?</b>	Thread begins at Level 2	<b>Orally uses the most basic prepositions with a noun</b> to express circumstances of <b>place or time</b> when describing pictures: <i>on chair; in bag; in beach; to shop; to home; on Sunday</i> and <b>copies teacher translation</b>	<ul style="list-style-type: none"> <li><b>place:</b> <i>he walk in the jungle; he pass in the big tree; he sit on the ground; he put some fish on the boat; he look to the water; he come to school</i></li> <li><b>time:</b> <i>on Saturday we go; on lunchtime I have rice</i></li> </ul>	<ul style="list-style-type: none"> <li><b>place:</b> <i>under the table; in bed; to school; at the beach; out of the dam</i></li> <li><b>time:</b> <i>on the weekend; after the game</i></li> </ul>	<ul style="list-style-type: none"> <li><b>place:</b> <i>at the front; on the ground; inside it; through the playground; over the bridge; in their pouches; under a rock</i></li> <li><b>time:</b> <i>on Chinese New Year; last Sunday; at night time; for 6 weeks</i></li> </ul>	<ul style="list-style-type: none"> <li><b>place:</b> <i>into the bowl; from the ground; on the right-hand side of the island</i></li> <li><b>time:</b> <i>on Tuesday 27 April; today; two weeks ago; one very stormy night; in the start</i></li> </ul>
<b>manner – how?</b> <b>quality</b> (in what way/ manner?) <b>means</b> (by/with what means?)	Thread begins at Level 5				<ul style="list-style-type: none"> <li><b>manner:</b> <ul style="list-style-type: none"> <li>– quality: <i>my car goes fast; we sit in table groups</i></li> <li>– means: <i>with his bat; with its legs</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>manner:</b> <ul style="list-style-type: none"> <li>– quality: <i>suddenly; slowly; into small pieces; like a platypus</i></li> <li>– means: <i>by bus</i></li> </ul> </li> </ul>
<b>cause – why?</b> <b>benefit</b> (for whom?) <b>reason</b> (for what reason?) <b>purpose</b> (for what purpose?)	Thread begins at Level 7					
<b>role – as what?</b>	Thread begins at Level 10					
<b>angle – in whose view? according to whom?</b>	Thread begins at Level 11					
<b>contingency – in what circumstances?</b> <b>why/if?</b> <b>concession</b> (despite what?) <b>condition</b> (in what case? under what conditions?)	Thread begins at Level 11					



GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	<b>NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES</b>					
<b>Vocabulary</b>	Moving <b>from understanding</b> (receptive) <b>to using frequently encountered nouns and adjectives</b>			Using a <b>growing range</b> of simple 'everyday' spoken vocabulary and <b>beginning</b> to use vocabulary <b>beyond common, everyday</b>		
<i>Key nouns (the things central to the noun group)</i>	Thread begins at Level 2	<p><b>Copies or writes nouns as labels:</b> <i>ear; teeth; hat; book; pencil; table; car; house</i></p> <p><b>Uses nouns to describe</b> a drawing/image <b>orally:</b> <i>mum; father; car; house; room; hat beach; girl; bus; boy; lunch</i> and <b>copies teacher translation</b></p>	<p><b>Writes frequently encountered nouns</b> in a variety of contexts</p> <p><b>May lack vocabulary to name items and use generalised terms:</b> <i>the things</i></p>	<p>Uses <b>simple, everyday, common</b> and <b>proper nouns</b> for everyday objects related to home, local community, school and topics of study:</p> <ul style="list-style-type: none"> <li>people: <i>children; babies; Grandpa; character</i></li> <li>animals: <i>donkey; mouse; kittens; crow; elephant; wolf</i></li> <li>places: <i>world; sides; corners; place; buildings; playground; Kings Park</i></li> <li>things: <i>flower; plant; seeds; leaves; toys; dinner; party; card; envelopes; trees; twigs; dates; tomato; colour; sound</i></li> </ul>	<p><b>Begins to use more school 'topic' vocabulary</b> for <b>key nouns:</b> <i>crew; pirate; thief; burrows; pellets; enclosure</i></p>	
<b>nominalisations</b>	Thread begins at Level 7					
<i>Using adjectives and adding details in front of the key noun</i>	Thread begins at Level 2	<p>Uses <b>numbers, colours and size as isolated words:</b> <i>one; blue; big</i></p>	<p><b>Uses adjectives to describe:</b> <i>the boy little; the tree is big</i></p> <p>Uses <b>1–2 simple noun groups of 2–3 words with varying accuracy</b> to add <b>number, colour and/or size:</b> <i>one boy; lots of food; all children; pink ears; a little fish; the big tree; some little fish; long tail</i></p>	<p><b>With more consistency and accuracy adds 1–2 elements to the noun to write simple noun groups of 2–3 words:</b></p> <ul style="list-style-type: none"> <li>pointers: <i>a flower; the donkey; my plant; our new toys; its body; their world</i></li> <li>quantifiers: <i>two leaves; 3 sides; 4 corners; one head</i></li> <li>describers (primarily colour, size, shape and/or common evaluative words): <i>a special dinner; our new toys; an orange body; thin legs; my favourite character</i></li> <li>classifiers: <i>a fairy party; hot chocolate; snowball fights; the lion dance; Aboriginal stories; bean seeds; birthday card</i></li> </ul>	<p><b>Chooses</b> from a growing <b>vocabulary</b> to write <b>short noun groups:</b></p> <ul style="list-style-type: none"> <li>quantifiers (beyond simple number): <i>all the birds; three bananas; lots of babies; two of our dolls</i></li> <li>describers (mainly colour, size and shape): <i>red envelopes; a round body; a sharp twig; lots of green leaves; tall buildings</i></li> <li>classifiers: <i>the lion dance; the dragon dance; sticky dates; the lolly jar; my eye colour; street lights; palm trees; bush tomato</i></li> </ul>	<p>Writes <b>short noun groups</b>, providing more detailed descriptions:</p> <ul style="list-style-type: none"> <li>quantifiers: <i>50 ice-creams; two more eggs; too much water</i></li> <li>describers (sometimes 2): <i>cute furry things; short, strong legs; one very dark and stormy night</i></li> <li>classifiers (topic-specific): <i>a 2D shape; more sea water than fresh water; the police officer; potting mix; Aboriginal people</i></li> </ul>
<i>Adding details after the key noun – prepositional phrases as qualifiers</i>	Thread begins at Level 6					<p>Uses <b>1–2 short prepositional phrases as qualifiers</b>, with <b>varying accuracy:</b> <i>the mad story about a pirate; everybody on the boat</i></p>
<b>embedded clauses as qualifiers</b>	Thread begins at Level 8					
<b>multiple qualifiers</b>	Thread begins at Level 11					



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	<b>NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES</b>					
<b>Grammatical accuracy</b> <i>articles: indefinite (a/an) and definite (the)</i>	Thread begins at Level 2	<b>Occasionally uses articles:</b> <i>a car; the grass</i>	<b>Uses articles sometimes,</b> although with <b>limited accuracy</b>	<b>Generally, uses articles where required but may often choose incorrect article:</b> <i>Dunbi has a orange body</i>	<b>Uses definite and indefinite articles appropriately with more consistency:</b> <i>my Grandpa had a toy car; he played with it in the dirt</i>	<b>Mostly accurate use of articles:</b> <i>a thief had her bag; the thief ...; they live in an enclosure; in the enclosure ...</i>
<i>plurals</i>	Thread begins at Level 3		<b>Occasionally uses plural form</b> (eg adds 's/es'): <i>ears; animals; fishes</i>	<b>Uses 's' plural form more consistently and begins to use irregular form for familiar words:</b> <i>children; brushes</i> • but <b>not less common:</b> <i>mouses</i>	<b>Demonstrates greater control of the plural for regular and irregular words:</b> <i>teeth; people</i>	

GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	<b>EVALUATIVE LANGUAGE</b>					
<b>Vocabulary</b>	Moving <b>from non-verbal to very commonly used, simple 'everyday' spoken vocabulary</b> to express <b>feelings</b> and <b>evaluations</b>			Using a <b>growing range of commonly used 'everyday' spoken vocabulary</b> and <b>beginning</b> to use vocabulary <b>beyond common, everyday</b> to express <b>feelings</b> and <b>evaluations</b>		
<i>Feelings and emotions</i>	Thread begins at Level 2	<b>Matches words</b> to pictures/emoticons: <i>sad; happy; good; bad</i> and <b>copies as labels</b>	Uses <b>simple/formulaic</b> expressions with <b>limited accuracy</b> for <b>feelings</b> : <i>wolf was sad; kangaroo is happy; we have fun</i>	Uses <b>simple/formulaic</b> expressions with <b>accuracy</b> to express <b>feelings</b> and <b>likes</b> and <b>dislikes</b> : <i>I like my car; I didn't like it; I felt sad</i>	Uses less common <b>vocabulary</b> to express/show <b>feelings</b> : <ul style="list-style-type: none"> <li><b>internal feelings</b>: <i>I feel happy; Alice is afraid; the chicks got excited</i></li> <li><b>outward behaviours</b> (using processes): <i>a woman cried; she laughed; he loved to dance</i></li> </ul>	
<i>Evaluation of things</i>	Thread begins at Level 3		Uses <b>simple/formulaic</b> expressions with <b>limited accuracy</b> for <b>evaluations of things</b> : <i>the scissors wrong; too big; that's better</i>	Uses <b>simple/formulaic</b> expressions with <b>accuracy</b> for <b>evaluations of things</b> : <i>I think kittens are the best pet; my favourite celebration; it was fun; we have a good time; it is nice and round; my special place</i>	<b>Begins to use more specific describers</b> and <b>comparatives</b> with <b>'-er'</b> and <b>'-est'</b> endings in <b>evaluations of things</b> : <i>I think the elephant is cool; it was a beautiful day; they bring us good luck; it was hard to cut; ugly buildings; bigger buildings; loudest sound; softest sound; softer sound</i>	<b>Use more specific describers</b> and <b>comparatives</b> with <b>'-er'</b> and <b>'-est'</b> endings in <b>evaluations of things</b> : <i>it was funny; the chicks were very noisy; wombats are cute furry things; it is easier to understand; it was quite hard</i>
<i>Judgements of people</i>	Thread begins at Level 4			<b>Begins to make judgements</b> of <b>characters</b> in books, by borrowing 'book-language': <i>crow was being rude; she met a wicked wolf</i>		<b>Makes 1–2 simple judgements of characters</b> : <i>no-one liked Captain Black Patch; he was so angry</i>
<i>Varying the intensity</i>	Thread begins at Level 5				Uses <b>1–2 of the most common intensifiers</b> to <b>vary intensity</b> : <i>so soft; very big</i>	Uses <b>common intensifiers</b> to <b>vary intensity</b> : <i>he still has it in his hand; it was really far; just behind; it was quite hard</i>
<i>Modality to express degrees of:</i> <b>obligation</b> (should/must) <b>probability</b> (may/might) <b>usuality</b> (always, usually) – begins at Level 7	Thread begins at Level 6					Uses <b>with some accuracy 1–2 modal verbs</b> to express <b>modality</b> : <ul style="list-style-type: none"> <li><b>obligation</b>: <i>everything has to die</i></li> <li><b>probability</b>: <i>I might read a book when I get home</i></li> </ul>