



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
<b>CREATING TEXTS</b> <i>See also overviews of Text types forms and functions for more detailed descriptions of expectations for various genres</i>	Copies a few words relating to immediate context and/or visuals May 'play' write: writes random letters and symbols	Copies short sentences and begins to write 1–2 words: <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>	Begins to write simple phrases and strings of words approximating sentences: <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> Organises visual and basic written information in logical order	Constructs very short elementary examples of basic genres, in which they present ideas in simple logical order	Constructs familiar learning area genres with a little detail about events and about the participants in those events	Constructs examples of simple genres. In these texts they use: <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
	COHESIVE DEVICES					
Reference (such as pronouns and demonstratives/pointers)	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 from a <b>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>	
Text connectives	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>
Sentence openers – Orientation to the message <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					
Simple sentences (beginning as fragments)	Copies words: <i>me, book</i>	Relies on copying to write fragments or short simple sentences	Writes fragments or simple sentences with varying accuracy and repetitive structures: <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 mostly complete simple sentences that may include simple circumstances: <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 mostly accurate simple sentences, with: <ul style="list-style-type: none"> <li>a short noun group: <i>It has a round body; He has a red cape</i> and/or</li> <li>1–2 circumstances: <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>	
Compound sentences coordinating (linking) conjunctions	Thread begins at Level 3		Uses 1–2 examples of linking ideas with 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 compound sentences with varying accuracy, 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 3–4 coordinating (linking) conjunctions with varying accuracy: <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 4–5 coordinating (linking) conjunctions: <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>
Complex sentences with subordinate clauses subordinating (binding) conjunctions	Thread begins at Level 4			<p>Begins to use subordinate clauses in response to a question:</p> <ul style="list-style-type: none"> <li>Uses <b>because</b> to write an incomplete sentence: 'Why do you think that?' <i>Because he broke it; 'Why did it move that way?' Because it's round</i></li> </ul>	Writes complex sentences using either: <ul style="list-style-type: none"> <li>1 of the most common subordinating (binding) conjunctions, typically <b>because</b>: <i>I chose the Very Hungry Caterpillar because I like curly caterpillars</i></li> </ul>	Writes complex sentences with varying accuracy using 3 different common resources: <ul style="list-style-type: none"> <li>common (binding) subordinating conjunctions: <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> <li>simple non-finite clauses: <i>She followed the thief to get the bag</i></li> </ul>
non-finite clauses infinitive 'to + verb' form, meaning 'in order to'	Thread begins at Level 5				<p>or</p> <ul style="list-style-type: none"> <li>the simplest non-finite clauses, using 'to + verb' (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>	
relative clauses	Thread begins at Level 8					

GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Vocabulary	VERBS AND VERB GROUPS					
	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</b> ; <b>cooking</b> ; my mum <b>buy</b> for me; <b>go</b> Grandma’s house; <b>cutting</b> the grass and <b>copies</b> teacher translation	<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</b> thinking, feeling, perceiving, sensing 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</b> <b>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: <ul style="list-style-type: none"><li><b>being/verb ‘to be’</b>: it <b>was</b> fun; the bell <b>is</b> fat; these things <b>are</b> short</li><li><b>being/verb ‘to be’</b>: I <b>am</b> a baby; they <b>are</b> round</li><li><b>having/verb ‘to have’</b>: it <b>has</b> legs</li></ul>		Describes and informs using: <ul style="list-style-type: none"><li><b>being/verb ‘to be’</b>: it <b>was</b> the softest</li><li><b>having/verb ‘to have’</b>: I <b>have</b> 4 candles</li></ul>	Describes and informs using: <ul style="list-style-type: none"><li><b>being</b>: <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</li></ul>
	Thread begins at Level 5				<ul style="list-style-type: none"><li><b>simple causing</b>: it <b>made</b> me sad</li></ul>	<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	

GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	VERBS AND VERB GROUPS					
Grammatical accuracy	Thread begins at Level 3		Attempts 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>	Begins to use, with <b>limited control</b> , 1–2 verb groups using: <ul style="list-style-type: none"><li>negatives: <i>I <b>don't</b> know</i></li><li>modals: we <b>can</b> swim</li></ul>	Demonstrates <b>more consistent control</b> of verb groups using: <ul style="list-style-type: none"><li>negatives: <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></li><li>modals: <i>it <b>can</b> walk; I <b>can</b> ride; the plant <b>can</b> get water; it <b>did</b> float</i></li></ul>	
Expanded verb groups negatives modals						
multi-word verb groups	Thread begins at Level 5				Begins to use multi-word verb groups: <i>his friends <b>tried to help</b></i>	Uses multi-word verb groups: <i><b>loved to dance; need to change; starts off; keep going; is trying to tell me</b></i>
Tense simple elaborated	Thread begins at Level 3		Begins to use, with <b>limited control</b> and consistency: <ul style="list-style-type: none"><li>simple past tense for common actions: <i><b>opened; hopped; went</b></i></li><li>simple future tense for common actions: <i><b>will get</b></i></li></ul>	Demonstrates <b>some control of simple tenses in simple sentences</b> : <ul style="list-style-type: none"><li>present: <i><b>has; like; gives</b></i></li><li>past: <i><b>was; walked; said; played; brushed; had</b></i></li><li>future: <i><b>I'll get; is going to be</b></i></li></ul> Overgeneralises ' <b>-ed</b> ' for <b>past</b> tense with most irregular verbs: <i><b>growed; heard</b></i> May use inconsistent tense in a compound (or complex) sentence: <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> : <ul style="list-style-type: none"><li>present: <i><b>eat; bring</b></i></li><li>past: <i><b>landed; pecked; watched; came; used to sit</b></i></li><li>future: <i><b>I'll invite; I'll give; I'll make; it will die</b></i></li></ul> Inconsistent control of some irregular verbs: <i><b>threwed; he hold</b> it in a special way</i> May continue to use inconsistent tense across clauses in a compound (or complex) sentence: <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> : <ul style="list-style-type: none"><li>including <b>past tense</b> form of the <b>most commonly used irregular verbs</b>: <i><b>did; saw; took; ate</b></i></li></ul> Some control of complex verb groups using <b>elaborated tenses ('-ing'</b> as continuous ongoing form): <i>they <b>were running</b>; we <b>are using</b> it; he <b>is digging</b></i> Maintains tense within compound and complex sentences <b>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>

GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES					
Vocabulary	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</b> with <b>varying accuracy</b> :	Uses <b>basic phrases</b> to express the circumstances of <b>place</b> and <b>time</b> with <b>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>behalf</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? 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
	NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES					
Vocabulary	Moving <b>from understanding</b> (receptive) <b>to using frequently encountered nouns and adjectives</b>			Using a <b>growing range</b> of simple <b>‘everyday’</b> spoken vocabulary and <b>beginning</b> to use vocabulary <b>beyond common, everyday</b>		
Key nouns (the things central to the noun group)	Thread begins at Level 2	<b>Copies</b> or <b>writes nouns as labels</b> : <i>ear; teeth; hat; book; pencil; table; car; house</i>  <b>Uses nouns</b> to <b>describe</b> a drawing/image <b>orally</b> : <i>mum; father; car; house; room; hat beach; girl; bus; boy; lunch</i> and <b>copies</b> teacher translation	<b>Writes frequently encountered nouns</b> in a variety of contexts  <b>May lack vocabulary</b> to <b>name items</b> and <b>use generalised terms</b> : <i>the things</i>	Uses <b>simple, everyday, common</b> and <b>proper nouns</b> for everyday objects related to home, local community, school and topics of study: <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>	<b>Begins to use more school ‘topic’ vocabulary</b> for <b>key nouns</b> : <i>crew; pirate; thief; burrows; pellets; enclosure</i>	
nominalisations	Thread begins at Level 7					
Using adjectives and adding details in front of the key noun	Thread begins at Level 2	Uses <b>numbers, colours and size as isolated words</b> : <i>one; blue; big</i>	<b>Uses adjectives to describe</b> : <i>the boy little; the tree is big</i>  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>	<b>With more consistency and accuracy adds 1–2 elements to the noun to write simple noun groups of 2–3 words</b> : <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>	<b>Chooses</b> from a growing <b>vocabulary</b> to write <b>short noun groups</b> : <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>	Writes <b>short noun groups</b> , providing more detailed descriptions: <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>
Adding details after the key noun – prepositional phrases as qualifiers	Thread begins at Level 6					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>
embedded clauses as qualifiers	Thread begins at Level 8					
multiple qualifiers	Thread begins at Level 11					



GRAMMAR: Group and word level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES					
<b>Grammatical accuracy</b>  <i>articles: indefinite (a/an) and definite (the)</i>	Thread begins at Level 2	Occasionally uses articles: <i>a car; the grass</i>	Uses articles sometimes, although with <b>limited accuracy</b>	Generally, uses articles where required but may often choose incorrect article: <i>Dunbi has a orange body</i>	Uses definite and indefinite articles appropriately with more consistency: <i>my Grandpa had a toy car; he played with it in the dirt</i>	Mostly accurate use of articles: <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		Occasionally uses plural form (eg adds 's/es'): <i>ears; animals; fishes</i>	Uses 's' plural form more consistently and begins to use irregular form for familiar words: <i>children; brushes</i> • but not less common: <i>mouses</i>	Demonstrates greater control of the plural for regular and irregular words: <i>teeth; people</i>	

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