

Levels	Overall structure and range of information	Sentence structure and grammatical accuracy	Vocabulary and choice of phrase	Misformed words and punctuation
A2/B1	Is able to make reasonable attempt at texts on familiar themes that are not completely straightforward, including very simple narratives. Clauses are normally linked using connectors, such as <i>and, then, because, but</i> .	Sentences contain some longer clauses, and signs are shown of awareness of basic grammar, including a range of tenses.	Vocabulary is made up of very common words, but is able to combine words and phrases to add colour and interest to the message (e.g. using adjectives).	Clear evidence of awareness of some spelling and punctuation rules, but misformed words may occur in most sentences in more independent texts.
A2	Can write short straightforward coherent texts on very familiar themes. A variety of ideas are presented with some logical linking.	Is able to make simple independent sentences with a limited number of underlying structures.	Vocabulary is made up of very frequent words but has sufficient words and phrases to get across the essentials of the message aspired to.	Some evidence of knowledge of simple punctuation rules, and the independent spelling of very common words.
A1/A2	Can adapt and build on to a few learnt patterns to make a series of short and simple sentences. This may be a short description or set of related facts on a very familiar personal theme.		Can use some words which may resemble L1, but on the whole the message is recognisable to a reader who does not know the L1. Spelling may be influenced by the sound of the word and mother tongue spelling conventions.	
A1	Can write a small number of copied or learnt words, fixed phrases and very simple (pre-learnt) sentence patterns, usually in an easily recognisable way. The spelling often reflects the sound of the word and mother tongue spelling conventions.			
Approaching A1	Makes an attempt to write some words and phrases, but needs support or model to do this correctly.			

Text 3. A1/A2+

This is quite a creative text. The pupil has written a letter containing a variety of ideas and sentence patterns. He has managed to make a generally correct attempt at some clauses: e.g. *Also I like winter and snow; I have some friends in school, I like play computer games and read books*, there are times when he simply has not sufficient language to get across the whole message: *I hate down they try slag us our tuble trick*. He is not afraid to try out ambitious words, e.g. *I collectable variegated cars*. The spelling is generally good, even of more unusual words, like *aquarium*, but at times difficult to decipher, e.g. *tuble*.

(The fact that he is able to spell *aquarium* and *decorate* correctly, yet *facher* and *brodher*, suggests that he has been given help with or access to some spellings. Only the teacher can know how independent the spelling is!)