

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
GRAMMAR – Group and word level: Verbs and verb groups					
<p>Understands a few frequently encountered action verbs expressing very common, everyday concrete activities: sit; run; kick; sing; cry; laugh</p>	<p>Understands verbs for common 'everyday' school actions: stand; pack up</p> <p>Uses a few verbs to express common actions: eat; cooking; buy; go; cutting</p>	<p>Understands/uses common, everyday verbs to express:</p> <ul style="list-style-type: none"> • action/doing: he walk; he sit; he look; he come to school; he make some boat; he put some fish; I play with Kaihla <p>Begins to use 1–2 verbs to express:</p> <ul style="list-style-type: none"> • feeling: I want it • relating: being/verb 'to be': it was fun; the bell is fat; these things are short 	<p>Uses verbs to express processes:</p> <ul style="list-style-type: none"> • action/doing (including 1–2 less common): it draws; Santa gives presents; build a sandcastle; drink hot chocolate; watching TV; they jumped; it rolls • 1–2 thinking and feeling to express likes, dislikes and simple opinions: I think kittens are the best pet; I think the elephant is cool; I like it; I didn't like it • relating: <ul style="list-style-type: none"> – being/verb 'to be': I am a baby; they are round – having/verb 'to have': it has legs 	<p>Begins to use vocabulary beyond common everyday verbs:</p> <ul style="list-style-type: none"> • action/doing: it froze; ride my bike; the dove flew; pecked his foot; steals • 1–2 thinking and feeling to express likes, dislikes and simple opinions (as for level 4) • relating: <ul style="list-style-type: none"> – being/verb 'to be': it was the softest – having/verb 'to have': I have 4 candles – simple causing: it made atkdu' 	<p>atp, xkd, 011, b0, kdu</p>

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GRAMMAR – Group and word level: Adverbs, adverbial groups/phrases and prepositional phrases to express circumstances					
Thread begins at Level 2	<p>Understands very basic prepositions expressing place: in the box; on the box; inside; outside</p> <p>Uses 1–2 basic prepositions with noun for place or time: on chair; in bag; to shop</p>	<p>Uses very basic phrases to express circumstances of place and time with varying accuracy:</p> <ul style="list-style-type: none"> • place: in the jungle; he pass in the big tree; he put some fish on the boat; he look to the water; he come to school • time: on Saturday we go; on lunchtime I have rice 	<p>Uses basic phrases to express the circumstances of place and time with greater accuracy:</p> <ul style="list-style-type: none"> • place: under the table; in bed; to school; at the beach; out of the dam • time: on the weekend; after the game 	<p>Uses adverbs and phrases to express circumstances of time, place of events mostly accurately:</p> <ul style="list-style-type: none"> • place: inside it; through the playground; over the bridge • time: on Chinese New Year; last Sunday; at night time; for 6 weeks 	<p>Uses adverbs and phrases to express more specific details of events:</p> <ul style="list-style-type: none"> • place: into/from the ground; on the right hand side of the island • time: on Tuesday 27th April; two weeks ago; one stormy night
Thread begins at Level 5				<p>Begins to use adverbs and phrases to include circumstances of time and place and phrases</p>	

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GRAMMAR – Group and word level: Nouns including adjectives and adjectival phrases					
Understands frequently encountered nouns supported by picture/object: pencil	Understands familiar nouns not in immediate context: toilet; office; jumper Uses frequently encountered nouns: bus; book; girl; boy	Understands/uses basic everyday nouns in a variety of contexts: food; rice; children; bell; tree; animal; fish; tail; nose May lack vocabulary to name items and use generalised terms: the things	Uses simple, everyday, common and proper nouns for 'everyday' objects related to home, local community, school and topics of study: • people: children; babies; Grandpa; character • animals: donkey; mouse; kittens; crow; elephant; wolf • places: world; sides; corners; place; buildings; playground; Kings Park • things: flower; plant; seeds; leaves; toys; dinner; party; card; envelopes; trees; twigs; dates; tomato; colour; sound		Begins to use more school 'topic' vocabulary for key nouns: crew; pirate; thief; burrows; pellets; enclosure
Thread begins at Level 2	Uses numbers, colours and size as isolated words: one; blue; big	Uses adjectives to describe: the boy little; the tree is big Begins to add 1–2 words to the noun to expand noun groups with varying accuracy to add in number, colour and/or size: one boy; all children; lots food; pink ears; a little fish; the big tree; some little fish; long tail	Adds 1–2 elements to the noun to construct simple noun groups of 2–3 words: • pointers: a flower; the donkey; my plant; our toys; its body; their world • quantifiers: two leaves; 3 sides; 4 corners; one head • describers (primarily colour, size, shape and/or common evaluative words): orange body; thin legs; new toys; special dinner; favourite part • classifiers: hot chocolate; snowball fights; the lion dance; bean seeds; birthday card	Chooses from a growing vocabulary to construct short noun groups: • quantifiers beyond simple number: all the birds; lots of babies; two of our dolls • describers (mainly colour, size and shape): red envelopes; round body; sharp twig; tall buildings • classifiers: sticky dates; street lights; palm trees; bush tomato	Constructs short noun groups, giving more detailed descriptions: • quantifiers: two more eggs; too much water • describers: cute furry thing; short, strong legs; one dark

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GRAMMAR – Group and word level: Evaluative language					
Expresses feelings non-verbally through facial or body reactions or 1–2 single words: sad; cry	Expresses feelings non-verbally eg using pictures/emoticons to indicate their response or through single words: sad; happy; good; bad	Uses simple/formulaic expressions with limited accuracy to express: <ul style="list-style-type: none"> feelings: wolf was sad; kangaroo is happy; we have fun 	Uses simple/formulaic expressions with accuracy: <ul style="list-style-type: none"> feelings: feelings 		