

| Levels of achievement | Communication | Cultural conventions | Linguistic structures and features | | | | Strategies | EAL curriculum levels | | |
|-----------------------|--|--|---|--|---|---|---|-----------------------|----------|----------|
| | | | Text structure | Grammatical features | Vocabulary | Writing conventions | | C1 | B2 C2 | B3 C3 |
| Level 4 | <ul style="list-style-type: none"> Engaging book review Shows understanding of the purpose of the task and text Balanced appraisal of the book Expresses complex ideas Conveys a personal stance | <ul style="list-style-type: none"> Identifies book title, author, setting, content, characters, plot and readership Reflects interests of potential readers Links statements to text examples Reflection on key themes/meanings Reflects spoken and written registers Marking of spoken language within written text | <ul style="list-style-type: none"> Writing shows consistent control of text structure elements A range of cohesive devices linking within and across paragraphs, and signalling text transitions Topic sentences clearly signals the main idea of the paragraph A range of connectives appropriate to language function Flexible pronoun reference alternating with varied lexical chains to stay on topic | <ul style="list-style-type: none"> Extended sentences and paragraphs Key evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating, commenting, recommending Simple, compound and complex sentences Consistent SV agreement Consistent verb tenses Compact noun groups Active and some passive voice Consistent definite and indefinite articles | <ul style="list-style-type: none"> Range of language of commentary Verbs of saying and thinking A range of story/ review-specific vocabulary Register-appropriate vocabulary | <ul style="list-style-type: none"> Correct spelling of high frequency words Correct basic punctuation Standard spelling Appropriate sentences Appropriate paragraphs | <ul style="list-style-type: none"> Flexible use of framework plan to organise and elaborate ideas Little or no use of teacher support to complete writing Attempts complex spelling Extends ideas gained from class interaction Uses word attack skills for spelling Uses references to extend vocabulary Uses self/peer/teacher feedback to improve writing | | | |
| Level 3 | <ul style="list-style-type: none"> Informative book review Shows understanding of the persuasive purpose of the task and text Supported statements and opinions Attempts to express complex ideas Shows awareness of potential readers' interests | <ul style="list-style-type: none"> Identifies book title, author, setting, content characters, plot and readership Addresses interests of potential readers Reflection on key themes Formal writing with attempt to mark spoken language | <ul style="list-style-type: none"> Writing shows varying control of key text structure elements Some common cohesive devices to link within and across paragraphs and signal text transitions Topic sentences introducing/concluding sentences reinforcing key idea of paragraphs A number of connectives appropriate to language function | <ul style="list-style-type: none"> Elaborated sentences and paragraphs Key evaluative language functions, retelling, describing, evaluating, speculating, commenting Simple, compound and some complex sentences Extended noun groups Varying SV agreement Past-present verb tenses Varying definite and indefinite articles | <ul style="list-style-type: none"> Some language of commentary Key verbs of saying and thinking A range of story/review-specific vocabulary Range of descriptive/ evaluative words Some register-specific vocabulary Irregular plurals | <ul style="list-style-type: none"> Correct spelling of high frequency words Correct basic punctuation Plausible spelling of challenging words Standard spelling Consistent sentences Consistent paragraphs | <ul style="list-style-type: none"> Use of framework plan to organise and communicate own ideas Selective use of teacher support uses ideas gained from class interaction Deconstruction of sentence formulas Generalisation of grammatical patterns Attempted spelling of challenging words | | | |
| Level 2 | <ul style="list-style-type: none"> Descriptive book review Expresses simple statements/opinions Shows understanding of the purpose of the task | <ul style="list-style-type: none"> Identifies book title, author, content and setting Shows awareness of potential reader Attempt at formal writing | <ul style="list-style-type: none"> Includes key text structure elements: title of the book and author's name Comprehensible, connected text Cohesion between sentences Formulaic expressions and cohesive devices to structure text Text focuses on events in the novel and short personal response | <ul style="list-style-type: none"> Simple sentences and paragraphs Evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating Common conjunctions linking sentences Run-on or loosely connected sentences Repetition of familiar sentence patterns Noun-pronoun, SV agreement and verb tenses Varying definite and indefinite articles | <ul style="list-style-type: none"> Some verbs of thinking Use some story/ review-specific vocabulary Repertoire of narrative/ descriptive/ evaluative words | <ul style="list-style-type: none"> Correct letter forms Correct spelling of familiar words Phonetic spelling Upper and lower case Variable use of punctuation Variable sentences Variable paragraphs | <ul style="list-style-type: none"> Use of text model/framework to plan and scaffold writing Use of teacher support to complete writing Attempted spelling of unfamiliar words Recycling of sentence patterns/ formulas Phonetic/assisted spelling of unfamiliar words | | | |
| Level 1 | <ul style="list-style-type: none"> Short descriptive review Focus on simple narration, and description Includes personal response to the novel Shows some understanding of task purpose | <ul style="list-style-type: none"> Identifies book title and author Expresses simple statements Attempt at basics of a written text | <ul style="list-style-type: none"> Text elements are present and identifiable Paragraph structure to organise different parts of the text Text is limited in length and extent of content | <ul style="list-style-type: none"> Simple evaluative language functions, retelling, describing, responding Sentences reflecting spoken language Use of SVO sentence structure Some SV agreement Use of formulaic language Some definite and indefinite articles | <ul style="list-style-type: none"> Use of some story/ review-specific vocabulary Some verbs of thinking | <ul style="list-style-type: none"> Upper and lower case Standard and invented spelling Little or no use of punctuation Identifiable sentences | <ul style="list-style-type: none"> Extensive use of text model/ framework to plan scaffold writing Extensive use of teacher support to complete writing Uses some words from class interaction Attempted, phonetic spelling | | | |