

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels	
			Text structure	Grammatical features	Vocabulary	Writing conventions		B2/B3	C2/C3
Level 4	<ul style="list-style-type: none"> <li>flexible expression of intention and possibility</li> <li>understanding of/appeal to reader/audience</li> <li>meaning consistently clear</li> <li>elaborated description of future self</li> <li>clear expression of future plans, desires, ambitions</li> <li>expresses personal stance or voice</li> </ul>	<ul style="list-style-type: none"> <li>convincing future scenario genre</li> <li>interesting personal details</li> <li>logical sequence of ideas</li> </ul>	<ul style="list-style-type: none"> <li>clear text structure</li> <li>text closure, concluding statement</li> <li>paragraphs based on idea units</li> <li>personal and possessive pronoun reference</li> <li>varied connectives</li> </ul>	<ul style="list-style-type: none"> <li>simple, compound and complex sentences</li> <li>relative clauses</li> <li>consistent subject-verb agreement</li> <li>present, future and future continuous tense verb forms</li> <li>varied future forms – <i>I would ... , I could ...</i></li> <li>varied sentence patterns</li> <li>elaborated clauses of reason, purpose</li> <li>extended noun groups</li> <li>varied time phrases</li> <li>appropriate articles</li> </ul>	<ul style="list-style-type: none"> <li>topic specific vocabulary</li> <li>personal, possessive and relative pronouns</li> <li>qualifying words and phrases</li> <li>complex conditionals and modal verb forms</li> <li>colloquial language</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of topic-specific vocabulary</li> <li>frequent attempts at complex spelling</li> <li>correct punctuation</li> <li>correct upper and lower case</li> </ul>	<ul style="list-style-type: none"> <li>flexible use of framework to plan and elaborate ideas</li> <li>little or no use of teacher support to complete writing</li> <li>uses word attack skills for spelling</li> <li>use of references to extend vocabulary range in writing</li> <li>makes use of self, peer and teacher feedback to improve writing</li> </ul>		
Level 3	<ul style="list-style-type: none"> <li>understanding of text purpose</li> <li>reader/audience</li> <li>relevant information</li> <li>meaning mostly clear</li> <li>elaborated ideas</li> <li>identifiable personal stance or voice</li> </ul>	<ul style="list-style-type: none"> <li>appropriate future scenario genre</li> <li>relevant personal details</li> <li>identifiable sequence of ideas</li> <li>introductory future time frame</li> </ul>	<ul style="list-style-type: none"> <li>identifiable paragraphs</li> <li>text structure and progression</li> <li>cohesion through repeated phrases, cohesive markers</li> <li>extended description</li> <li>simple connectives</li> </ul>	<ul style="list-style-type: none"> <li>control of limited grammatical repertoire</li> <li>elaborated clauses of reasons, situations</li> <li>modals to express possibility – <i>I might be ... , maybe I ...</i></li> <li>simple, compound and complex sentences</li> <li>regular subject-verb agreement</li> <li>simple and future continuous tense verb forms</li> <li>mostly appropriate article use</li> </ul>	<ul style="list-style-type: none"> <li>topic-specific vocabulary</li> <li>personal possessive pronouns</li> <li>correct conditional and modal verb forms</li> <li>colloquial language</li> </ul>	<ul style="list-style-type: none"> <li>correct spelling of high frequency words</li> <li>some attempts at more complex spelling</li> <li>consistent basic punctuation</li> <li>consistent upper and lower case</li> </ul>	<ul style="list-style-type: none"> <li>use of text framework to plan and communicate own ideas</li> <li>selective use of teacher support</li> <li>common grammatical patterns</li> <li>attempted spelling of challenging words</li> <li>independent use of dictionaries to check spelling</li> <li>makes use of peer and teacher feedback to improve writing</li> <li>self-corrects writing</li> </ul>		
Level 2	<ul style="list-style-type: none"> <li>understanding of text purpose</li> <li>modelled sentences expressing simple messages</li> <li>meaning sometimes unclear</li> <li>relevant information</li> </ul>	<ul style="list-style-type: none"> <li>identifiable extended projection</li> <li>personal details described</li> <li>discrete but relevant ideas</li> <li>some attempt to sequence ideas</li> <li>introductory future time frame</li> </ul>	<ul style="list-style-type: none"> <li>some control of text structure elements – introduction, final comments</li> <li>repetitive text structure</li> <li>text structure reflects teacher scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>simple and compound sentences</li> <li>simple future and present tense verb forms</li> <li>run-on sentences</li> <li>simple clauses of reason – <i>Because I will be ...</i></li> <li>variable subject-verb agreement</li> <li>variable adjective-noun word order</li> <li>articles may not be correct</li> </ul>	<ul style="list-style-type: none"> <li>relevant topic vocabulary</li> <li>modal verb forms</li> <li>pronoun references</li> </ul>	<ul style="list-style-type: none"> <li>correct letter forms</li> <li>correct spelling of familiar words</li> <li>phonetic spelling</li> <li>variable punctuation</li> <li>variable upper and lower case</li> </ul>	<ul style="list-style-type: none"> <li>use of text model/framework to plan and scaffold writing</li> <li>use of teacher support to complete writing</li> <li>repetition of sentence patterns/formulas</li> <li>use of L1 sentence patterns</li> <li>uses print environment to write familiar words</li> <li>phonetic or assisted spelling of unfamiliar words</li> <li>assisted use of dictionary to check spelling</li> <li>makes use of teacher feedback to improve writing</li> </ul>		
Level 1	<ul style="list-style-type: none"> <li>understanding of the task</li> <li>expresses a simple message</li> <li>short text with unconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>identifiable personal future</li> <li>discrete ideas</li> <li>simple introductory sentence</li> </ul>	<ul style="list-style-type: none"> <li>some control of text structure elements</li> <li>short text</li> </ul>	<ul style="list-style-type: none"> <li>based on oral speech patterns</li> <li>simple sentences</li> <li>incomplete sentences</li> <li>some subject-verb agreement</li> <li>simple future tense verb forms</li> <li>coordinating conjunctions</li> <li>time phrases</li> <li>frequent grammatical errors</li> <li>omitted articles</li> </ul>	<ul style="list-style-type: none"> <li>known words</li> <li>some vocabulary confusion</li> <li>basic relevant vocabulary – common careers and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>correct letter forms</li> <li>correct spelling of some familiar words</li> <li>appropriate use of upper and lower case</li> <li>basic punctuation</li> </ul>	<ul style="list-style-type: none"> <li>close or extensive use of text model/framework to plan and scaffold writing</li> <li>extensive use of teacher support to complete writing</li> <li>accurate copying of words, phrases, sentences</li> <li>attempted phonetic spelling</li> </ul>		