

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B2 C2	B3 C3	C4
Level 4	<ul style="list-style-type: none"> Convincing persuasive text Shows understanding of the communicative purpose of the task and persuasive texts Balanced discussion of the issue Appeals to reader's views Conveys an authoritative personal stance Elaborates and justifies a point of view Pursues an extended line of argument 	<ul style="list-style-type: none"> Provides both advantages and disadvantages in discussion Reflects a logical development of ideas Uses a range of rhetorical/persuasive language devices 	<ul style="list-style-type: none"> Broad introductory paragraph Balanced two-sided discussion using conventional staging of issue statement/arguments for and against/recommendations Uses a range of cohesive devices linking within and across paragraphs, and signalling text transitions Topic sentences clearly signals the main idea of the paragraph Uses a range of connectives appropriate to persuasive language function Flexible pronoun reference alternating with varied lexical chains to stay on topic Paragraphs based on idea units 	<ul style="list-style-type: none"> Extended sentences and paragraphs A range of language functions elaborating/ paraphrasing key ideas E.g. Generalising, reiterating, elaborating, reasoning, contrasting, refuting Language of cause & effect A range of simple, compound and complex sentences Consistent subject-verb agreement Consistent verb tenses Extended compact noun groups Active and some passive voice Elaborated clauses of reason Timeless present tense 	<ul style="list-style-type: none"> Range of language of argumentation Verbs of saying thinking and believing A range of topic-specific vocabulary Register-appropriate vocabulary 	<ul style="list-style-type: none"> Correct spelling of high frequency words Correct punctuation Correct spelling of topic specific vocabulary 	<ul style="list-style-type: none"> Flexible use of framework to plan 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 range in writing Makes use of self, peer and teacher feedback to improve writing 			
Level 3	<ul style="list-style-type: none"> Meaningful persuasive text Shows understanding of the communicative purpose of the task and persuasive texts Elaborates a point of view Shows awareness of reader's views Pursues a line of argument 	<ul style="list-style-type: none"> Discusses both advantages/disadvantages and draws reasoned conclusions Shows awareness of other arguments Sustains a sequence of ideas Uses some rhetorical/persuasive language devices Reflects spoken and written registers 	<ul style="list-style-type: none"> Attempted introductory paragraph Appropriate discussion, text structure and staging Balanced consideration of two sides of the argument Sequence of arguments 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 persuasive language function Varied pronoun reference and lexical chains Identifiable paragraphs 	<ul style="list-style-type: none"> Elaborated sentences and paragraphs Key argumentative language functions e.g. Stating opinions, generalising, elaborating, giving reasons, examples Words or phrases signalling comparison/contrast and argument transitions "if" clauses of condition Simple, compound and complex sentences Language of obligation Compact noun groups Subject-verb agreement Past-present verb tenses Elaborated clauses of reason Timeless present tense 	<ul style="list-style-type: none"> Some language of argumentation Some verbs of saying thinking and believing A mix of topic-specific vocabulary Uses some register-appropriate vocabulary Irregular plurals 	<ul style="list-style-type: none"> Correct spelling of high frequency words Consistent punctuation Plausible spelling of challenging words Consistent spelling of topic specific vocabulary 	<ul style="list-style-type: none"> Uses text framework to plan and communicate own ideas Selective use of teacher support Uses ideas gained from class interaction Repertoire of grammatical patterns Attempted spelling of challenging words Independent use of dictionaries to check spelling Makes use of peer and teacher feedback to improve writing Self-correction 			
Level 2	<ul style="list-style-type: none"> Comprehensible persuasive text Shows understanding of the communicative purpose of the task Shows awareness of intended audience 	<ul style="list-style-type: none"> Simple statements, opinion with reasons Shows some awareness of other arguments Uses a simple sequence of ideas Reflects spoken language repertoire 	<ul style="list-style-type: none"> Emphasis on one-sided argument Evidence of two sides of argument Paragraphing of opposing argument Sequence of arguments Staging of text using introduction/arguments/ conclusion Comprehensible, connected text Some connectives appropriate to persuasive language function Local cohesion between sentences Formulaic expressions and cohesive devices to structure text Repetitive pronoun reference, lexical chains, and reiteration to stay on topic Introductory statement Identifiable paragraphs 	<ul style="list-style-type: none"> Simple paragraphs Argumentative sentences comprising statement and reason Simple and compound sentences Common conjunctions linking sentences Run-on or loosely connected sentences Repetition of familiar sentence patterns Manipulation of learned words phrases and structures Simple noun groups (e.g. Adjective + noun) Noun-pronoun, subject verb agreement and verb tenses Simple clauses of reason Timeless present tense 	<ul style="list-style-type: none"> Evidence of language of argumentation Some topic-specific vocabulary 	<ul style="list-style-type: none"> Correct letter forms Correct spelling of familiar words Phonetic spelling Variable upper and lower case Variable use of punctuation Variable spelling of topic specific vocabulary 	<ul style="list-style-type: none"> Use of text model/framework to plan and scaffold writing Use of teacher support to complete writing Uses some ideas gained from class interaction Attempted spelling of unfamiliar words Repetition of sentence patterns/ formulas Use of I1 sentence patterns Uses print environment to write familiar words Phonetic or assisted spelling of unfamiliar words Assisted use of dictionary to check spelling Makes use of teacher feedback to improve writing Attempted self-correction 			
Level 1	<ul style="list-style-type: none"> Short persuasive text Shows some understanding of task purpose 	<ul style="list-style-type: none"> Expresses a simple point of view Reflects spoken language repertoire 	<ul style="list-style-type: none"> Focus on one-sided argument Identifiable introduction Identifiable persuasive texts Isolated/point form listing of arguments Some linked sentences Copied stage headings Common pronoun references Scaffolded paragraphs 	<ul style="list-style-type: none"> Simple sentences Sentences reflecting spoken language Use of SVO sentence structure Some errors of subject-verb agreement Use of prefabricated phrases and formulas Timeless present tense 	<ul style="list-style-type: none"> Known words Confused words Topic specific vocabulary 	<ul style="list-style-type: none"> Some upper and lower case Some standard spelling Some invented spelling Little or no use of punctuation 	<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 Some use of I1 words 			