

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure <i>Task sheet provided most elements of the text format: listing of ingredients and steps-</i>	Grammatical features	Vocabulary	Writing conventions		A1 BL CL	A2 B1 C1	B2 C2
Level 4	<ul style="list-style-type: none"> <li>Text provides clear communication of steps involved in making a pizza</li> <li>Steps provide detailed information</li> </ul>	<ul style="list-style-type: none"> <li>Impersonal style, recognisable as an example of recipe</li> </ul>	<ul style="list-style-type: none"> <li>Steps successfully written as sentences</li> <li>Steps as numbered list or clear sequence</li> <li>Successful use of definite articles to refer to ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Steps convey action and detail in a verb-object-adverbial structure e.g. <i>Put (verb) the cheese (object) on the pizza base (adverbial)</i></li> <li>Some use of conjunctions to create a compound sentence of two-action steps e.g. <i>Place the pizza in the oven and cook for twenty minutes</i></li> <li>Use of imperatives in all steps</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of verbs for steps e.g. <i>turn on, spread, put, add, cover, cook, place, serve</i></li> <li>Uses several different prepositions, possibly in combination, in different steps e.g. <i>on, on to, in, with, for</i></li> <li>Uses vocabulary for ingredients, a range of actions in steps and equipment e.g. <i>oven, plates</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognisable letters, numbers and words</li> <li>Consistent marking of sentences with capitals and full stops</li> <li>Minor errors of capitalisation</li> <li>Accurate spelling, with few or no errors</li> </ul>	<ul style="list-style-type: none"> <li>Works towards a clearly identified model</li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>Text is mostly comprehensible</li> <li>Some steps provide details</li> </ul>	<ul style="list-style-type: none"> <li>Largely impersonal style with few idiosyncratic elements e.g. invented or phonetic spelling of some words</li> </ul>	<ul style="list-style-type: none"> <li>Most steps presented as sentences</li> <li>Steps as numbered list</li> <li>Largely successful use of definite articles to refer to ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Some steps convey action and detail in a verb-object-adverbial structure e.g. <i>Put (verb) the cheese (object) on the pizza base (adverbial)</i></li> <li>Use of imperatives in all steps</li> </ul>	<ul style="list-style-type: none"> <li>Several verbs used in different steps e.g. <i>Put, Add, Cut</i></li> <li>Use of small range of prepositions in different steps e.g. <i>in, on</i></li> <li>Vocabulary for ingredients, a range of actions in steps and some equipment e.g. <i>oven</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognisable letters, numbers and words</li> <li>Inconsistent marking of sentences with capitals and full stops</li> <li>Mostly accurate spelling, with some phonetic attempts at unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Experiments and self corrects</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Text comprehensible, but with interpretation required in places</li> <li>Not all steps are clear</li> </ul>	<ul style="list-style-type: none"> <li>Text follows most generic conventions of style and provides instructions, but with several unrecognisable, idiosyncratic elements e.g. invented or phonetic spelling</li> </ul>	<ul style="list-style-type: none"> <li>Some steps presented as sentences</li> <li>Attempts at numbering steps</li> <li>Some use of definite articles to refer to ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Steps generally convey a single piece of information in a verb-object structure e.g. <i>add (verb) the olives (object)</i></li> <li>Use of imperatives in most, but not all, steps</li> </ul>	<ul style="list-style-type: none"> <li>One or two verbs used in all steps e.g. <i>Put</i></li> <li>Minimal use of one or two prepositions to specify detail e.g. <i>in</i></li> <li>Uses vocabulary for ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Mostly correct letter formation</li> <li>Mostly recognisable words and numbers</li> <li>Word spacing not always evident</li> <li>Limited marking of sentences with capital letters and full stops</li> <li>Some phonetic spelling e.g. <i>iting</i> for <i>eaten</i></li> </ul>	<ul style="list-style-type: none"> <li>Attempts complete sentences for all steps</li> <li>Uses knowledge of spoken form of words to attempt spelling</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Text requires contextual knowledge or experience to be comprehensible</li> <li>Some steps limited to attempts to names of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Idiosyncratic text reflecting novice English language writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Many steps limited to single terms for ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Little or no use of recognisable imperatives in many steps</li> <li>Many steps limited to nouns</li> </ul>	<ul style="list-style-type: none"> <li>Few verbs used in steps</li> <li>No use of prepositions e.g. <i>in, on</i></li> <li>Vocabulary use limited to ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Some incorrect letter formation</li> <li>Mixture of recognisable and unrecognisable words</li> <li>Some fanciful or invented spelling e.g. <i>owh towf</i> for <i>wait for</i></li> <li>No or limited word spacing</li> <li>No marking of sentences with capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to complete text</li> <li>Copies words from board when unable to write a step</li> </ul>			