

Levels of achievement	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"> <li>Text fully achieves its purpose to write an engaging and suspenseful narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The writing shows a sophisticated use of devices e.g. repetition of unexplained events, to achieve suspense and interest for a ghost story</li> </ul>	<ul style="list-style-type: none"> <li>The text skilfully implements the structure of the narrative genre.</li> <li>Story can be followed t use of a range of cohesive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of grammatical features appropriate to the genre e.g.:                             <ul style="list-style-type: none"> <li>- complex sentences,</li> <li>- conditional past tenses,</li> <li>- direct speech</li> <li>- reported speech</li> <li>- Adverbials of time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Precise and skillful use of an extensive range of appropriate vocabulary e.g. adjectives adverbs, adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Effective and flexible use of punctuation, including; direct speech, exclamation marks and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Uses text framework but augments it with elements to add to effect of the story, eg apparent coda becomes a further complication,</li> <li>Use of different font for heading</li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>Text achieves its purpose and provides an interesting narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The writing draws on some basic devices to create an interesting ghost story e.g. <i>a dream, fantasy situations, painting coming to life</i></li> </ul>	<ul style="list-style-type: none"> <li>The text follows the structure of a narrative.</li> <li><b>Cohesion is generally achieved effectively through linking of events and characters</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of features, usually successfully, e.g.                             <ul style="list-style-type: none"> <li>- complex sentences,</li> <li>- conditional</li> <li>- past tenses,</li> <li>- direct speech</li> <li>- reported speech</li> <li>Adverbials of time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of a wide range of high frequency vocabulary sufficient for the task, including adjectives and adverbs</li> <li>Correct use of parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation mostly used appropriately and accurately</li> <li>Accurate spelling</li> </ul>	<ul style="list-style-type: none"> <li>Uses text framework to organise writing</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Text partly achieves its purpose. The story follows the basic form of a narrative but with limited suspense or interest.</li> </ul>	<ul style="list-style-type: none"> <li>The writing shows some understanding of the devices needed for a successful ghost story, e.g. <i>spiders, arachnophobia.</i></li> </ul>	<ul style="list-style-type: none"> <li>The text follows the basic structure of a narrative.</li> <li>Use of paragraphs to structure text</li> <li>Cohesion is basic and not always effective but sufficient for the task</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows a varying level of control but uses some features successfully, including:                             <ul style="list-style-type: none"> <li>- complex sentences,</li> <li>- conditional</li> <li>- past tenses,</li> <li>- direct speech</li> <li>- reported speech</li> <li>- adverbials of time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is generally sufficient for the task.</li> <li>Some inappropriate word choice.</li> <li>Uses a range of adjectives and adverbs</li> <li>Usually uses correct part of speech with some errors</li> </ul>	<ul style="list-style-type: none"> <li>Basic punctuation is used successfully, but noticeable errors e.g. use of apostrophes</li> <li>Uses quotation marks for direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Works within text framework without explicit labelling of it</li> <li>Some use of capital letters to add emphasis</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Text is minimally effective as a narrative</li> <li>A story is provided but is too short and/or too difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>The writing evokes minimal interest or suspense</li> <li>Includes less formal or conversational elements e.g. <i>hahaha, Mat said should we call..</i></li> </ul>	<ul style="list-style-type: none"> <li>The narrative genre is attempted but not successfully.</li> <li>Cohesion is only partially successful and linking between sentences and paragraphs is poor.</li> </ul>	<ul style="list-style-type: none"> <li>Run on sentences</li> <li>Writing shows limited range and control with frequent errors. Some basic grammatical features may be used successfully e.g.                             <ul style="list-style-type: none"> <li>- past tenses,</li> <li>-basic adverbials of time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Limited use of words beyond everyday terms, e.g. <i>haunted</i></li> <li>Attempts to use adjectives and adverbs</li> <li>Frequent errors with parts of speech.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation is inconsistent, missing or not appropriate in places e.g; mixing of upper and lower case, omission of quotation marks for direct speech</li> <li>Sentences not properly marked with full stops</li> <li>Frequent spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on text framework provided by teacher</li> <li>Attempts to use capital letters to highlight parts of the text</li> </ul>			