

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