

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		C1	B2/C2	B3/C3
Level 4	<ul style="list-style-type: none"> <li>Engaging book review</li> <li>Shows understanding of the purpose of the task and text</li> <li>Balanced appraisal of the book</li> <li>Expresses complex ideas</li> <li>Conveys a personal stance</li> </ul>	<ul style="list-style-type: none"> <li>Identifies book title, author, setting, content, characters, plot and readership</li> <li>Reflects interests of potential readers</li> <li>Links statements to text examples</li> <li>Reflection on key themes/meanings</li> <li>Reflects spoken and written registers</li> <li>Marking of spoken language within written text</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows consistent control of text structure elements</li> <li>A range of cohesive devices linking within and across paragraphs, and signalling text transitions</li> <li>Topic sentences clearly signals the main idea of the paragraph</li> <li>A range of connectives appropriate to language function</li> <li>Flexible pronoun reference alternating with varied lexical chains to stay on topic</li> </ul>	<ul style="list-style-type: none"> <li>Extended sentences and paragraphs</li> <li>Key evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating, commenting, recommending</li> <li>Simple, compound and complex sentences</li> <li>Consistent SV agreement</li> <li>Consistent verb tenses</li> <li>Compact noun groups</li> <li>Active and some passive voice</li> <li>Consistent definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>Range of language of commentary</li> <li>Verbs of saying and thinking</li> <li>A range of story/review-specific vocabulary</li> <li>Register-appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of high frequency words</li> <li>Correct basic punctuation</li> <li>Standard spelling</li> <li>Appropriate sentences</li> <li>Appropriate paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Flexible use of framework plan to organise and elaborate ideas</li> <li>Little or no use of teacher support to complete writing</li> <li>Attempts complex spelling</li> <li>Extends ideas gained from class interaction</li> <li>Uses word attack skills for spelling</li> <li>Uses references to extend vocabulary</li> <li>Uses self/peer/teacher feedback to improve writing</li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>Informative book review</li> <li>Shows understanding of the persuasive purpose of the task and text</li> <li>Supported statements and opinions</li> <li>Attempts to express complex ideas</li> <li>Shows awareness of potential readers' interests</li> </ul>	<ul style="list-style-type: none"> <li>Identifies book title, author, setting, content characters, plot and readership</li> <li>Addresses interests of potential readers</li> <li>Reflection on key themes</li> <li>Formal writing with attempt to mark spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows varying control of key text structure elements</li> <li>Some common cohesive devices to link within and across paragraphs and signal text transitions</li> <li>Topic sentences introducing/concluding sentences reinforcing key idea of paragraphs</li> <li>A number of connectives appropriate to language function</li> </ul>	<ul style="list-style-type: none"> <li>Elaborated sentences and paragraphs</li> <li>Key evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating, commenting</li> <li>Simple, compound and some complex sentences</li> <li>Extended noun groups</li> <li>Varying SV agreement</li> <li>Past-present verb tenses</li> <li>Varying definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>Some language of commentary</li> <li>Key verbs of saying and thinking</li> <li>A range of story/review-specific vocabulary</li> <li>Range of descriptive/evaluative words</li> <li>Some register-specific vocabulary</li> <li>Irregular plurals</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of High frequency words</li> <li>Correct basic punctuation</li> <li>Plausible spelling of challenging words</li> <li>Standard spelling</li> <li>Consistent sentences</li> <li>Consistent paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Use of framework plan to organise and communicate own ideas</li> <li>Selective use of teacher support</li> <li>uses ideas gained from class interaction</li> <li>Deconstruction of sentence formulas</li> <li>Generalisation of grammatical patterns</li> <li>Attempted spelling of challenging words</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Descriptive book review</li> <li>Expresses simple statements/opinions</li> <li>Shows understanding of the purpose of the task</li> </ul>	<ul style="list-style-type: none"> <li>Identifies book title, author, content and setting</li> <li>Shows awareness of potential reader</li> <li>Attempt at formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Includes key text structure elements: title of the book and author's name</li> <li>Comprehensible, connected text</li> <li>Cohesion between sentences</li> <li>Formulaic expressions and cohesive devices to structure text</li> <li>Text focuses on events in the novel and short personal response</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences and paragraphs</li> <li>Evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating</li> <li>Common conjunctions linking sentences</li> <li>Run-on or loosely connected sentences</li> <li>Repetition of familiar sentence patterns</li> <li>Noun-pronoun, SV agreement and verb tenses</li> <li>Varying definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>Some verbs of thinking</li> <li>Use some story/review-specific vocabulary</li> <li>Repertoire of narrative/descriptive/evaluative words</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>Upper and lower case</li> <li>Variable use of punctuation</li> <li>Variable sentences</li> <li>Variable paragraphs</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>Attempted spelling of unfamiliar words</li> <li>Recycling of sentence patterns/formulas</li> <li>Phonetic/assisted spelling of unfamiliar words</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Short descriptive review</li> <li>Focus on simple narration, and description</li> <li>Includes personal response to the novel</li> <li>Shows some understanding of task purpose</li> </ul>	<ul style="list-style-type: none"> <li>Identifies book title and author</li> <li>Expresses simple statements</li> <li>Attempt at basics of a written text</li> </ul>	<ul style="list-style-type: none"> <li>Text elements are present and identifiable</li> <li>Paragraph structure to organise different parts of the text</li> <li>Text is limited in length and extent of content</li> </ul>	<ul style="list-style-type: none"> <li>Simple evaluative language functions, retelling, describing, responding</li> <li>Sentences reflecting spoken language</li> <li>Use of SVO sentence structure</li> <li>Some SV agreement</li> <li>Use of formulaic language</li> <li>Some definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>Use of some story/review-specific vocabulary</li> <li>Some verbs of thinking</li> </ul>	<ul style="list-style-type: none"> <li>Upper and lower case</li> <li>Standard and invented spelling</li> <li>Little or no use of punctuation</li> <li>Identifiable sentences</li> </ul>	<ul style="list-style-type: none"> <li>Extensive use of text model/framework to plan scaffold writing</li> <li>Extensive use of teacher support to complete writing</li> <li>Uses some words from class interaction</li> <li>Attempted, phonetic spelling</li> </ul>			