

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		C2	B3/C3	C4
Level 4	<ul style="list-style-type: none"> <li>Inviting film review which includes description of the plot, identification of themes and issues, commentary on aspects of cinematic elements of the movie and evaluative comment</li> <li>Shows understanding of the persuasive purpose of the task and text</li> <li>Balanced appraisal of the film</li> <li>Expresses complex ideas</li> <li>Conveys an authoritative personal stance</li> </ul>	<ul style="list-style-type: none"> <li>Identifies film title, genre, situation, characters, production, acting and viewer appeal, using appropriate punctuation</li> <li>References statements to text examples</li> <li>Reflection on key themes</li> <li>Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows consistent 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 signal the main idea of each 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 eg. Retelling, describing, responding, illustrating, analysing, commenting, recommending</li> <li>Simple, compound and complex sentences</li> <li>Consistent subject-verb agreement</li> <li>Consistent and appropriate 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 meta-language of film, film technique and film style</li> <li>Register-appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of high frequency words</li> <li>Attempts complex spelling</li> <li>Appropriate use of punctuation</li> <li>Appropriate sentence units</li> <li>Appropriate paragraph units</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 film review with information about plot and themes, elements of the film and some evaluative comment</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> </ul>	<ul style="list-style-type: none"> <li>Mentions film title, genre, situation, characters, production, acting and viewer appeal</li> <li>Addresses interests of potential viewers</li> <li>Reflection on key themes</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows varying control of key text structure elements</li> <li>Some common devices to link within and across paragraphs and signal text transitions</li> <li>Topic introducing/concluding sentences reinforcing key idea of paragraphs</li> <li>A number of appropriate to language function</li> <li>Varied pronoun reference lexical chains</li> </ul>	<ul style="list-style-type: none"> <li>Elaborated sentences and paragraphs</li> <li>Key evaluative language functions eg. Retelling, describing, responding, illustrating, analysing, commenting, recommending</li> <li>Employ 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>Key meta-language of film, film technique and film style</li> <li>Range of descriptive/</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>Consistent sentence units</li> <li>Consistent paragraph units</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> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Descriptive film review, including narrative of the plot and description of aspects of the film</li> <li>Some evaluative comment</li> <li>Expresses simple statements/opinions about the film</li> <li>Shows understanding of the persuasive purpose of the task</li> </ul>	<ul style="list-style-type: none"> <li>Mentions film title, situation, characters, production, acting and viewer appeal</li> <li>Shows awareness of potential viewers</li> <li>Reflection on themes</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows some control of key text structure elements</li> <li>Comprehensible, connected text</li> <li>Local cohesion between sentences</li> <li>Repetitive pronoun reference, lexical chains, and reiteration to stay on topic</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound sentences linked with simple conjunctions such as <i>and, so</i></li> <li>Common conjunctions linking sentences</li> <li>Some use simple present for features of the film</li> <li>Some use of past tenses for describing events in the plot</li> <li>Some errors in use of auxiliary verbs e.g. <i>got lie for</i></li> <li>Some errors in use of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Terminology relevant to the plot e.g. hundreds of thousands, transported, orphans, victims, parents</li> <li>Some errors of prepositions e.g. <i>lied for</i> instead of <i>lied to</i></li> </ul>	<ul style="list-style-type: none"> <li>Correct letter forms</li> <li>Mostly appropriate use of capital letters</li> <li>Some overuse of capital letters</li> <li>Mostly correct spelling of high frequency words</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>Uses ideas gained from class interaction</li> <li>Uses word lists</li> <li>Attempted spelling of unfamiliar words</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Short, mainly descriptive review</li> <li>Focus on description of the plot</li> <li>Shows some understanding of task purpose</li> </ul>	<ul style="list-style-type: none"> <li>Identifiable film review text</li> <li>Identifies film title and setting</li> <li>Expresses simple statements</li> </ul>	<ul style="list-style-type: none"> <li>Elements of film review genre limited to title headings, naming of actors who play characters, director or writer</li> <li>Provides some narrative of the plot and limited identification of themes or issues</li> <li>Common pronoun references</li> </ul>	<ul style="list-style-type: none"> <li>Run on sentences</li> <li>Long sentences, including compound and complex sentences</li> <li>Use of both present and past tenses to describe film and plot or events in the film</li> <li>Some tense errors in verbs</li> </ul>	<ul style="list-style-type: none"> <li>Use of nouns and verbs relevant to the plot</li> <li>Some use of adjectives and adverbs to elaborate meanings and add interest</li> </ul>	<ul style="list-style-type: none"> <li>Upper case and full stops to mark sentence boundaries</li> <li>Most words correctly spelt</li> <li>Some errors of punctuation, e.g. incorrect capitalisation</li> <li>Capitalization of names of places and people</li> <li>Some use of parentheses to indicate character and actor who played the role</li> </ul>	<ul style="list-style-type: none"> <li>Limited 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>Copying of chunks from sources consulted for ideas</li> </ul>			