

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"> 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 Shows understanding of the persuasive purpose of the task and text Balanced appraisal of the film Expresses complex ideas Conveys an authoritative personal stance 	<ul style="list-style-type: none"> Identifies film title, genre, situation, characters, production, acting and viewer appeal, using appropriate punctuation References statements to text examples Reflection on key themes Recommendations 	<ul style="list-style-type: none"> Writing shows consistent of text structure elements A range of cohesive linking within and across paragraphs, and signalling text transitions Topic sentences clearly the main idea of each paragraph A range of appropriate to language function Flexible pronoun alternating with varied lexical chains to stay on topic 	<ul style="list-style-type: none"> Extended sentences and paragraphs Key evaluative language functions eg. Retelling, describing, responding, illustrating, analysing, commenting, recommending Simple, compound and complex sentences Consistent subject-verb agreement Consistent and appropriate verb tenses Compact noun groups Active and some passive voice Consistent definite and indefinite articles 	<ul style="list-style-type: none"> Range of language of commentary Verbs of saying and thinking A range of meta-language of film, film technique and film style Register-appropriate vocabulary 	<ul style="list-style-type: none"> Correct spelling of high frequency words Attempts complex spelling Appropriate use of punctuation Appropriate sentence units Appropriate paragraph units 	<ul style="list-style-type: none"> Flexible use of framework plan to organise and elaborate ideas Little or no use of teacher support to complete writing Attempts complex spelling Extends ideas gained from class interaction Uses word attack skills for spelling Uses references to extend vocabulary Uses self/peer/teacher feedback to improve writing 			
Level 3	<ul style="list-style-type: none"> Informative film review with information about plot and themes, elements of the film and some evaluative comment Shows understanding of the persuasive purpose of the task and text Supported statements and opinions Attempts to express complex ideas 	<ul style="list-style-type: none"> Mentions film title, genre, situation, characters, production, acting and viewer appeal Addresses interests of potential viewers Reflection on key themes 	<ul style="list-style-type: none"> Writing shows varying control of key text structure elements Some common cohesive devices to link within and across paragraphs and signal text transitions Topic sentences introducing/concluding sentences reinforcing key idea of paragraphs A number of connectives appropriate to language function Varied pronoun reference and lexical chains 	<ul style="list-style-type: none"> Elaborated sentences and paragraphs Key evaluative language functions eg. Retelling, describing, responding, illustrating, analysing, commenting, recommending Employ simple, compound and some complex sentences Extended noun groups Varying sv agreement Past-present verb tenses Varying definite and indefinite articles 	<ul style="list-style-type: none"> Some language of commentary Key verbs of saying and thinking Key meta-language of film, film technique and film style Range of descriptive/ evaluative words Some register-specific vocabulary Irregular plurals 	<ul style="list-style-type: none"> Correct spelling of high frequency words Correct basic punctuation Plausible spelling of challenging words Consistent sentence units Consistent paragraph units 	<ul style="list-style-type: none"> Use of framework plan to organise and communicate own ideas Selective use of teacher support Uses ideas gained from class interaction 			
Level 2	<ul style="list-style-type: none"> Descriptive film review, including narrative of the plot and description of aspects of the film Some evaluative comment Expresses simple statements/opinions about the film Shows understanding of the persuasive purpose of the task 	<ul style="list-style-type: none"> Mentions film title, situation, characters, production, acting and viewer appeal Shows awareness of potential viewers Reflection on themes 	<ul style="list-style-type: none"> Writing shows some control of key text structure elements Comprehensible, connected text Local cohesion between sentences Repetitive pronoun reference, lexical chains, and reiteration to stay on topic 	<ul style="list-style-type: none"> Simple and compound sentences linked with simple conjunctions such as <i>and</i>, <i>so</i> Common conjunctions linking sentences Some use simple present for features of the film Some use of past tenses for describing events in the plot Some errors in use of auxiliary verbs e.g. <i>got lie for</i> Some errors in use of prepositions 	<ul style="list-style-type: none"> Terminology relevant to the plot e.g. hundreds of thousands, transported, orphans, victims, parents Some errors of prepositions e.g. <i>lied for</i> instead of <i>lied to</i> 	<ul style="list-style-type: none"> Correct letter forms Mostly appropriate use of capital letters Some overuse of capital letters Mostly correct spelling of high frequency words 	<ul style="list-style-type: none"> Use of text model/framework to plan and scaffold writing Use of teacher support to complete writing Uses ideas gained from class interaction Uses word lists Attempted spelling of unfamiliar words 			
Level 1	<ul style="list-style-type: none"> Short, mainly descriptive review Focus on description of the plot Shows some understanding of task purpose 	<ul style="list-style-type: none"> Identifiable film review text Identifies film title and setting Expresses simple statements 	<ul style="list-style-type: none"> Elements of film review genre limited to title headings, naming of actors who play characters, director or writer Provides some narrative of the plot and limited identification of themes or issues Common pronoun references 	<ul style="list-style-type: none"> Run on sentences Long sentences, including compound and complex sentences Use of both present and past tenses to describe film and plot or events in the film Some tense errors in verbs 	<ul style="list-style-type: none"> Use of nouns and verbs relevant to the plot Some use of adjectives and adverbs to elaborate meanings and add interest 	<ul style="list-style-type: none"> Upper case and full stops to mark sentence boundaries Most words correctly spelt Some errors of punctuation, e.g. incorrect capitalisation Capitalization of names of places and people Some use of parentheses to indicate character and actor who played the role 	<ul style="list-style-type: none"> Limited use of text model/ framework to plan scaffold writing Extensive use of teacher support to complete writing Uses some words from class interaction Copying of chunks from sources consulted for ideas 			