Teacher: Would you like to tell me about what you did on the weekend? Did you do anything special?
Sunita: I went to the shop.
Teacher: What about in the school holidays, when you had a long, long holiday?
Sunita: Sometime I stay at home and go to the shops. And … I forgot!
Teacher: What’s your favourite thing that you like to do?
Sunita: I like to do … helping my mum.
Teacher: Do you? In the kitchen?
Sunita: Nods.
Teacher: Do you like cooking?
Sunita: Nods
Teacher: I like cooking too. And did you go anywhere in the holidays like to the zoo or to the movies or to the beach?
Sunita: I went to the movies and to the beach.

Year Level: Year 1
# Evidence for Scaling

**SUNITA: ORAL PERSONAL RECOUNT (INTERVIEW)**

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Language for achieving different purposes</td>
<td>level of scaffolding</td>
<td>conducted in a one to one setting with teacher, requires teacher questioning to extend information provided, some vocabulary and structures used in responses are taken from teacher’s questions</td>
<td>3 / 4</td>
</tr>
<tr>
<td></td>
<td>schematic structure</td>
<td>asks and answer: responds to teacher’s question about the weekend/holiday</td>
<td></td>
</tr>
</tbody>
</table>
| | organises the text:  
  - conjunctions: *First, Next, Then*  
  - phrases of time, place: *Yesterday, At church*  
  - topic words: *Snakes, Food*  
  - action verbs (procedures): *Cut*  
  - initiate and close interactions: gestures, formulaic expressions  
  - ask and answer questions  
  - participate in song, rhyme, chorus, reading | reference: uses *I, my,* understands you, *your,* anywhere | |
| | builds cohesion:  
  - reference items: *my, they, him, this, there, the*  
  - vocabulary patterns:  
    - synonyms / antonyms  
    - words that go together: *catch cold*  
    - composition (whole-part): *elephant - trunk, tusks, ears, tail, skin*  
  - conjunctions to join sentences: *First, Then, Next*  
  - reference: uses *I, my,* understands you, *your,* anywhere | linking: *and* | |
| | joins clauses to expand information:  
  - linking conjunctions: *and, then, but, or, so*  
  - binding conjunctions: *because, after, when, so / so that* | | |
| Field: Language for expressing ideas and experiences | noun groups:  
  - numbers, describers, classifiers, qualifiers: *David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall*  
  - comparatives: *funnier, slower, more beautiful, best*  
  - nominalisations: *turn, chance, height*  
  - verbs:  
    - action: *run, throw, cry*  
    - mental (sensing): *know, think*  
    - saying: *said*  
    - relational: *are, became, has*  
    - verbal groups: *wants to play, tried pushing*  
    - phrasal verbs: *look it up*  
  - circumstances and clauses:  
    - when: *on Sunday, when we arrived*  
    - where: *at the beach*  
    - how: *slowly, by car*  
    - with whom / what: *with my sister, with my dog*  
    - why: *to play, because it is late, if you are late*  
  - technical vocabulary: *battery, rotate, sunset*  
  - direct and reported speech:  
    - direct: *She said, *I* am going home.*  
    - reported: *She said she was going home.* | the shop, home, my mum, the movies, the beach | 3 / 4 |
| | direct and reported speech:  
  - action: *went, stay, go*  
  - mental (sensing): *forgot*  
  - verbal groups: *like to do…helping*  
  - when: *Sometime (Sometimes)*  
  - where: *to the shop, at home, to the movies, to the beach* | | |
### Evidence for Scaling

#### SUNITA: ORAL PERSONAL RECOUNT (INTERVIEW)

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<td><strong>Tenor:</strong> Language for interacting with others</td>
<td>speech functions: • statements, questions, offers, commands</td>
<td>• statements expressed in a simple sentence with a series of keywords, responds appropriately to all questions</td>
<td>4</td>
</tr>
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<td></td>
<td>modality: • certainty: think, could, can • obligation: could, must</td>
<td>• names: my mum</td>
<td></td>
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<tr>
<td></td>
<td>interpersonal meaning: • feelings, attitudes: It's beautiful, I like you, very • idioms, humour • names to refer to people</td>
<td>• appropriate and clear</td>
<td></td>
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<td>verbal elements: • volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
<td>• nods head to answer Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>non verbal elements: • body language, eye contact, physical response</td>
<td></td>
<td></td>
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| **Mode:** Language for creating spoken and written texts | tense: • primary: past, present, future • secondary: other tenses eg was sleeping, wanted to go | • primary
- past: went, forgot
- present instead of past: stay
• secondary
- inaccurate: like to do...helping | 3/4 |
| | foregrounding: • non-human elements: The beach • phrases of time, place: At the beach, On TV • human elements: We • action verbs: Draw • interpersonal elements: Good morning | • phrases of time, place: Sometime (Sometimes) • human: I | |
| | multimedia / multimodal: • links between gestures, visual images, physical objects, spoken and written text | | |