KIM: WRITTEN PERSONAL RECOUNT

On the weekend I went to the mea
and I saw the crows
play they play pown port powre
and the crow lost and port lost and
after the game I went to
a party and it's my sister birthday
we play lots of games

Year Level: Reception

Teacher’s comment: The correct spelling of ‘against’ and ‘birthday’ on the text was provided by the teacher. The correct spelling of ‘saw’, ‘after’, ‘game’ and ‘lots’ written by the student after referring to a vocabulary list.
## Evidence for Scaling

### Language: Writing Personal Recount

#### Genre: Language for achieving different purposes

- **level of scaffolding**
- **schematic structure**
  - organises the text:
    - conjunctions: First, Next, Then
    - phrases of time, place: Yesterday, At church
    - topic words: Snakes
    - action verbs (in procedures): Cut
    - layout: subheadings, diagrams, pictures
  - 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, Next, Then
  - 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:**
  - 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.

<table>
<thead>
<tr>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>independently written following a series of activities related to the task and the genre, including development of a vocabulary list</td>
<td></td>
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<tr>
<td>very basic orientation, series of events</td>
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<tr>
<td>time, place: On the weekend</td>
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<td></td>
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<tr>
<td>reference: I, the, they, a, my, we</td>
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<tr>
<td>linking: and</td>
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<td></td>
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<tr>
<td>the weekend, the MCG, the Crows, Port Power (Port Power), the game, a party, my sister Birthday (my sister’s birthday), lots of Games (games)</td>
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<td>4</td>
</tr>
<tr>
<td>action: went, sort (saw), play, lost</td>
<td></td>
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<tr>
<td>relational: its (it’s)</td>
<td></td>
<td></td>
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<tr>
<td>when: On the weekend, arfred the Game (after the game)</td>
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<td></td>
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<tr>
<td>where: to the MCG, to a party</td>
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<tr>
<td>with whom / what: egnsh porht pawer (against Port Power)</td>
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<tr>
<td>MCG</td>
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</table>
## ESL Scope and Scales Moderated Evidence: Early Years Band

### Evidence for Scaling

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| **Tenor:** Language for interacting with others | speech functions:  
- statements, questions, offers, commands | series of statements expressed in mostly run on simple sentences | 2 / 3 |
|          | modality:  
- certainty: think, could, can | | |
|          | - obligation: could, must | | |
|          | interpersonal meaning:  
- feelings, attitudes: It’s beautiful, I like you, very | | |
|          | - idioms, humour | | |
|          | - names to refer to people | names: my sister | |
| **Mode:** Language for creating spoken and written texts | tenses:  
- primary: past, present, future  
- secondary: other tenses eg was sleeping, wanted to go | primary  
- past: went, sorh (saw), lost  
- present instead of past: play, its (it is) | 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 | time, place: On the weekend  
- human: I, We | |
|          | print conventions:  
- handwriting: letter formation, spacing, direction  
- spelling: link to pronunciation and visual patterns  
- punctuation: capitals, fullstops, question marks  
- abbreviations: cm | handwriting: identifiable letters, consistent spacing between most words  
- spelling: most common monosyllabic words correct, others based on pronunciation resulting in errors: sorh (saw), egnsh (against), pawre (power)  
- punctuation: capital for first word of text and for names of teams, uses capitals inappropriately elsewhere in text, only one fullstop | |
|          | multimedia / multimodal:  
- links between gestures, visual images, physical objects, spoken and written text | | |