Task: Write a short description about this picture.

Write 3 paragraphs
1. Write an introduction
2. Describe what is happening in the picture
3. Finish the description

Write 50 -100 words

John and his friend are swimming in lakes near the hills. They are very compatible and enjoy them. Sometimes they do many things, fishing, and playing.

Can you see what they are doing in picture? John is fishing and Tim Tom are swimming in the lakes and Ali is riding the bicycle. Three children are playing games and some are sitting on the trees.

So the friends are enjoying a good day for swim and fishing.
## Evidence for Scaling

### NICK: WRITTEN DESCRIPTION

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
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<th>Scale</th>
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<tbody>
<tr>
<td><strong>Genre:</strong></td>
<td><strong>language for achieving different purposes</strong></td>
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</tr>
<tr>
<td>Level of scaffolding</td>
<td>schematic structure</td>
<td>independently written in response to written instructions provided on task sheet with accompanying visual stimulus, following a range of activities to develop vocabulary related to the task.</td>
<td>3 / 4</td>
</tr>
<tr>
<td>Level of scaffolding</td>
<td>organisates the text:</td>
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<tr>
<td>Level of scaffolding</td>
<td>rhetorical questions: <em>What are the best strategies?</em></td>
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<tr>
<td>Level of scaffolding</td>
<td>conjunctions: <em>First, Next, Finally, In addition</em></td>
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<tr>
<td>Level of scaffolding</td>
<td>noun group in place of conjunctions: <em>Another reason, One of the main arguments, The principle cause of the increase</em></td>
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<td>Level of scaffolding</td>
<td>phrases and dependent clauses of cause: <em>As a result of the rain, Struggling to survive, Despite his poor health</em></td>
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<td>Level of scaffolding</td>
<td>phrases and dependent clauses of time, place, manner: <em>Born in 1898, When we had finished, With great care</em></td>
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<td>Level of scaffolding</td>
<td>non-finite clauses: <em>Selecting a topic</em></td>
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<td>topic words: <em>Antarctica, Pollution</em></td>
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<td>action verbs (in procedures): <em>Slice, Boil</em></td>
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<td>existential subject to introduce new information: <em>There</em></td>
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<td>interpersonal elements: <em>Personally, Obviously, In fact, It is apparent</em></td>
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<td>layout: <em>subheadings, diagrams, pictures</em></td>
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<td>builds cohesion: reference items: <em>my, it, they, him, the, this, these, all of the above, such examples</em></td>
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<td>words that go together: <em>lodge complaint</em></td>
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<td>word sets: <em>gene, inherit, hereditary, dominant, recessive</em></td>
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<td>classification: <em>teeth - canines, molars, premolars, incisors</em></td>
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<td>conjunctions to join sentences: <em>Next, So, Therefore, Hence, Conversely</em></td>
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<td>joins clauses to expand information: linking conjunctions: <em>and, or, so, and then</em></td>
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<td>linking conjunctions: <em>because, if, since, when, so / so that, whenever, though</em></td>
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<td>• fishing, playing, swim (swimming)</td>
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<td>• referencing: Scientists believe that…, According to the weather bureau…, Studies have shown…</td>
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| Tenor: Language for interacting with others | **speech functions:**  
- statements, questions, offers, commands  

**subjectivity / objectivity:**  
- subjective: *In my opinion*  
- objective: *The response of the prime minister*  

**modality:**  
- certainty: possibly, it suggests, tend to, might be able to, I am sure, will  
- obligation: necessarily, must, demand, they forced  
- frequency: tendency, typical, always  
- inclination: like, willing, preference  

**interpersonal meaning:**  
- feelings, attitudes: it's beautiful, very, rude, just, only, luckily, unfortunately, importance, outstanding  
- idioms, colloquialisms, euphemisms, humour  
- culturally specific references: dressed in black  
- names to refer to people  

**appropriateness of tenor**  
- one accurately formed simple question and series of simple statements some being run-on sentences, with appropriate word order and with some accuracy  
- feelings, attitudes: comptoble (comfortable), ejoy (enjoy), good, Good day  
- names: John, Tim, Tom, Ali, his friend, three children  
- use of third person with the writer inviting the reader to engage with the text through a question, a common device used in texts written for children, creates the tenor of a parental type figure reading to a younger child | 4 |
## Evidence for Scaling

### NICK: WRITTEN DESCRIPTION

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<tr>
<th>Language Mode: Language for creating spoken and written texts</th>
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<tr>
<td><strong>tenses:</strong></td>
<td>primary: past, present, future</td>
<td>- primary: present: <em>are swimming (swimming), are doing, is fishing, is riding, are playing, are sitting</em>  - simple present form instead of present continuous: <em>are swims, are enjoy</em></td>
<td>3 / 4</td>
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<tr>
<td>secondary: other tenses eg was sleeping, wanted to go, haven’t played, was going to have to play</td>
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<td><strong>passive voice:</strong></td>
<td>active: The heavy rainfall led to some minor flooding.  passive: Minor flooding was caused by the heavy rain.</td>
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<tr>
<td><strong>foregrounding:</strong></td>
<td>referencing: According to the statistics, As shown in the data  abstract elements: The destruction of the habitat  conjunctions including those in second place: Success, on the other hand, …  phrases and dependent clauses of cause  phrases and dependent clauses of time, place, manner including consecutive phrases of time, place: <em>In Canberra in 1975</em>  non-finite clauses  non-human elements: <em>The lathe, Koalas</em>  human elements: specific <em>We</em>, general <em>People</em>  action verbs: <em>Draw</em>  existential subject to introduce new information  interpersonal elements</td>
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<td><strong>appropriateness of foregrounding</strong></td>
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<td><strong>coherence:</strong></td>
<td>introduction, topic sentences and conclusion, and the links between them</td>
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<tr>
<td><strong>print conventions:</strong></td>
<td>handwriting: letter formation, spacing, direction  spelling: link to pronunciation and visual patterns, spelling common and uncommon words, using prefixes and suffixes  punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, semicolons, dashes, links to intonation  abbreviations: cm, 2nd, eg</td>
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<tr>
<td><strong>multimedia / multimodal:</strong></td>
<td>links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text</td>
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</tbody>
</table>
Today we looking news in the TV about Grey Nurse sharks.

Grey Nurse shark are very gentle. People did used to think Grey Nurse shark were man-eaters. Now Grey Nurse sharks have problem. This problem is vanishing because vanishing not any more low do fine for kill a Grey Nurse shark.

Sometimes get hooked people in new south wales by accident to these sharks. Some scuba divers loving new south wals be cous can get close to these sharks.

In the Australia’s east coast just fewer than 300.
**Genre: Language for achieving different purposes**

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<td><strong>level of scaffolding</strong></td>
<td>• independently written following activities to</td>
<td>4 / 5</td>
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<td></td>
<td>- build vocabulary: list of vocabulary provided</td>
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<td></td>
<td>- meaning of words looked up in English and</td>
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<td></td>
<td>- Bilingual dictionaries in class with discussion and</td>
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<td>- further explanation given by teacher</td>
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<td>- scaffold task: focus questions read and</td>
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<td></td>
<td>- explained in class, listened to video and made</td>
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<td>- notes to answer questions, video played many</td>
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<td>- times and stopped after the relevant information</td>
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<td>- was given to answer the question, teacher did</td>
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<td></td>
<td>- not give the answers</td>
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<td></td>
<td>• title, orientation, description of Grey Nurse Sharks,</td>
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<td></td>
<td>- explanation of why they are in danger of extinction</td>
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<td></td>
<td>• time, place, manner: Today</td>
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<td></td>
<td>• topic words: Grey nurse shark</td>
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<tr>
<td><strong>schematic structure</strong></td>
<td>• reference items: we, the, This, these</td>
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<td>• vocabulary patterns</td>
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<td>- word sets: New South Wales, Australia’s east coast</td>
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<td><strong>builds cohesion:</strong></td>
<td>• reference items: my, it, they, him, the, this, these, all of</td>
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**NICK: WRITTEN DESCRIPTIVE INFORMATION REPORT (NEWS REPORT SUMMARY)**

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<tr>
<td>quoting and referencing:</td>
<td>direct speech: The police officer said, “There were no injuries.”</td>
<td>• Grey Nurse sharks, man-eaters, vanishing, scuba divers, Australia’s east coast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reported speech: The manager of the team said that they were…</td>
<td>• Grey Nurse sharks, man-eaters, vanishing, scuba divers, Australia’s east coast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>referencing: Scientists believe that…, According to the weather bureau…, Studies have shown…</td>
<td>• Grey Nurse sharks, man-eaters, vanishing, scuba divers, Australia’s east coast</td>
<td></td>
</tr>
</tbody>
</table>


NICK: WRITTEN DESCRIPTIVE INFORMATION REPORT (NEWS REPORT SUMMARY)

<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><strong>Tenor:</strong></td>
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<td></td>
</tr>
<tr>
<td>for interacting</td>
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<td></td>
<td></td>
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<tr>
<td>with others</td>
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<td></td>
</tr>
<tr>
<td><strong>speech functions:</strong></td>
<td>• statements, questions, offers, commands</td>
<td>• series of statements expressed in mainly accurate simple sentences, limited accuracy with complex sentences</td>
<td></td>
</tr>
<tr>
<td><strong>subjectivity / objectivity:</strong></td>
<td>• subjective: <em>In my opinion</em> • objective: <em>The response of the prime minister</em></td>
<td>• subjective: <em>we looking news</em> • objective: <em>Grey Nurse sharks are very gentle.</em></td>
<td></td>
</tr>
<tr>
<td><strong>modality:</strong></td>
<td>• certainty: possibly, it suggests, tend to, might be able to, I am sure, will • obligation: necessarily, must, demand, they forced • frequency: tendency, typical, always • inclination: like, willing, preference</td>
<td>• certainty: <em>can get</em> • frequency: <em>sometimes, any more</em></td>
<td></td>
</tr>
<tr>
<td><strong>interpersonal meaning:</strong></td>
<td>• feelings, attitudes: <em>It’s beautiful, very, rude, just, only, luckily, unfortunately, importance, outstanding</em> • idioms, colloquialisms, euphemisms, humour • culturally specific references: <em>dressed in black</em> • names to refer to people</td>
<td>• feelings, attitudes: <em>very gentle, just</em></td>
<td></td>
</tr>
<tr>
<td><strong>appropriateness of tenor</strong></td>
<td>• opening sentence is subjective but remainder shifts to a more objective style appropriate to a formal informational text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evidence for Scaling

### NICK: WRITTEN DESCRIPTIVE INFORMATION REPORT (NEWS REPORT SUMMARY)

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</thead>
</table>
| **Mode:** Language for creating spoken and written texts | **tenses:**  
- primary: past, present, future  
- secondary: other tenses e.g. was sleeping, wanted to go, haven’t played, was going to have to play  
  | primary  
- present: are, have, is, got  
- past: were  
- continuous form used instead of simple present and past: I loveing, looking  
  | secondary  
- accurate: did used to think, get hookted (hooked), can get  
  | **passive voice:**  
- active: The heavy rainfall led to some minor flooding.  
- passive: Minor flooding was caused by the heavy rain.  
  | passive: attempts passive voice – get hookted (hooked)  
  | **foregrounding:**  
- referencing: According to the statistics, As shown in the data  
- abstract elements: The destruction of the habitat  
- conjunctions including those in second place: Success, on the other hand, …  
- phrases and dependent clauses of cause  
- phrases and dependent clauses of time, place, manner including consecutive phrases of time, place: In Canberra in 1975  
- non-finite clauses  
- non-human elements: The lathe, Koalas  
- human elements: specific We, general People  
- action verbs: Draw  
- existential subject to introduce new information  
- interpersonal elements  
  | appropriateness of foregrounding  
- coherence: introduction, topic sentences and conclusion, and the links between them  
  | | **coherence:** first sentence appropriately introduces the topic  
  | **print conventions:**  
- handwriting: letter formation, spacing, direction  
- spelling: link to pronunciation and visual patterns, spelling common and uncommon words, using prefixes and suffixes  
- punctuation: capitals, fullstoppers, question marks, commas, speech marks, apostrophes, semicolons, dashes, links to intonation  
- abbreviations: cm, 2nd, eg  
  | handwriting: legible, good spacing and letter formation  
- spelling: most words correct, errors based on pronunciation just (just) and other patterns loving (loving)  
- punctuation: full stops to end sentences, capitals to begin most sentences and for some proper nouns, apostrophe of possession used accurately  
  | multimedia / multimodal:  
- links between gestures, visual images, sound, light, layout, tables, spoken text and print text  
  |
ESL Scope and Scales Moderated Evidence: Senior Years Band

ESL Scales Commentary

## Scale 4

Nick’s texts provide evidence contributing mostly to Scale 4. A student achieving SACSA Standard 5, the standard for the end of Year 10, should be working around Scale 14.

<table>
<thead>
<tr>
<th>Text in Context</th>
<th>Language</th>
<th>Key Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td><strong>Outcome 4.1</strong></td>
<td><strong>Interacts in predominately routine exchanges and constructs a limited range of texts.</strong></td>
</tr>
<tr>
<td>- Demonstrates several basic genres, the understanding that they have different purposes and that those purposes are similar across cultures.</td>
<td>- Demonstrates an understanding of the organisation of several basic genres and constructs elementary examples.</td>
<td>Continue to develop an understanding of the structure of a greater range of basic genres and construction of elementary examples. Provide proformas to scaffold the structure of various genres, eg flow charts for explanations. (Scale 5)</td>
</tr>
<tr>
<td>- Reads a small range everyday and environmental texts and begins to construct collaboratively very brief examples of the most familiar.</td>
<td>- says and writes components of several basic genres with less dependence on scaffolding.</td>
<td>Focus on the construction of complex sentences and expand the range of binding conjunctions to include when, before, after. (Scale 6)</td>
</tr>
<tr>
<td>- organises the meanings in brief written texts in a logical order and for a very limited range of genres.</td>
<td>- Provides key information for each text within the structure appropriate for the genre: general description, specific description of actions, evaluation (description); orientation, description, explanation (information report).</td>
<td></td>
</tr>
<tr>
<td><strong>Follows teacher instructions regarding paragraphs in description and uses focus questions to logically organise the report.</strong></td>
<td>- Begins to expand information in a text by choosing the simplest linking conjunctions: and.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates understanding of main ideas and characters in a short, illustrated story read aloud clearly and with a lot of repetition.</strong></td>
<td>- Organises texts using a limited range of cohesive resources.</td>
<td></td>
</tr>
<tr>
<td>- Is able to summarise the main points of a video taped television news report which was watched several times.</td>
<td>- uses a small range of reference items accurately most of the time.</td>
<td></td>
</tr>
<tr>
<td><strong>Field</strong></td>
<td><strong>Outcome 4.2</strong></td>
<td><strong>Understands and uses a narrow range of vocabulary constructing personally relevant fields, and uses isolated examples of technical vocabulary.</strong></td>
</tr>
<tr>
<td>- Uses vocabulary that now includes developing their knowledge of the community and other personally relevant topics, such as transport and amenities.</td>
<td>- Demonstrates understanding of technical vocabulary constructing a very narrow range of educational topics, such as science equipment and physical geography.</td>
<td>Introduce a wider range of prepositions for phrases of location: under, beside, next to, along, by. (Scales 4 and 5)</td>
</tr>
<tr>
<td>- Uses vocabulary that is mainly commonsense and everyday but begins to use some technical vocabulary when constructing those personally relevant topics more technically.</td>
<td>- Expands vocabulary by exploring parts of word groups and phrases that can be changed.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates understanding of technical vocabulary constructing a very narrow range of educational topics, such as science equipment and physical geography.</td>
<td>- numbers: three children.</td>
<td>Increase range of describers and classifiers and develop a small range of comparatives such as bigger, biggest; slower, slowest. (Scale 5)</td>
</tr>
<tr>
<td><strong>Uses mainly everyday vocabulary which relates to leisure activities and Australia’s coastal environment. Understands and uses technical vocabulary of the report.</strong></td>
<td>- describers: the good day.</td>
<td>Explore basic examples of how something happened: quickly, slowly, carefully. (Scales 5 and 6)</td>
</tr>
<tr>
<td>- Uses very basic phrases expressing the circumstances of an event.</td>
<td>- classifiers: Grey Nurse sharks, scuba divers, Australia’s east coast.</td>
<td></td>
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<tr>
<td>- uses a small range of phrases of location: in lakes near hills, on the trees, close to these sharks, now.</td>
<td>- prepositions: in, near, on, close to.</td>
<td></td>
</tr>
<tr>
<td>Expands vocabulary by exploring parts of word groups and phrases that can be changed.</td>
<td>- Demonstrates understanding of technical and non-technical vocabulary constructing a very narrow range of educational fields such as science or geography and ICT topics.</td>
<td></td>
</tr>
</tbody>
</table>
| - numbers: three children. | In information report, uses: Grey Nurse sharks, man-eaters, vanishing, scuba divers, Australia’s east coast. | }
### ESL Scales Commentary

**Scale 4**

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| **Outcome 4.3** | Participates appropriately in a limited range of familiar, highly supportive contexts using a limited range of basic grammatical structures with some accuracy. | Uses a small range of basic grammatical items appropriately most of the time and understands a wider range of:  
- articles: the, a  
- auxiliaries: is are, can did  
- prepositions: in, on, near  
Organises sentences in a way that demonstrates a developing control of appropriate standard Australian English organisation  
- places phrases inaccurately: sometimes get hooked people in new south wals by accident to these sharks  
Uses a narrow range of evaluative language to express feelings and attitudes: good, enjoy  
Extend understanding and use of basic grammatical items:  
- articles: an  
- auxiliaries: do, does, was, will  
- prepositions: out, under, above, between  
- adverbs: so, much, really, many  
(Scales 4 and 5) Explore small range of language elements expressing modality–might, must, maybe; I think, I know. (Scale 6) |

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<table>
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<tbody>
<tr>
<td><strong>Mode</strong></td>
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</tbody>
</table>
| **Outcome 4.4**      | Constructs a limited range of spoken texts located in the immediate context, reads a limited range of texts and begins to shape a strictly limited range of written texts. | Demonstrates some control of the primary tenses (present, past, future) and their formation for the most common regular verbs but a strictly limited control of secondary tenses  
Uses present tense mostly accurately in description and present and past in the summary but has some confusion between continuous form and simple present and past. Begins to use secondary tenses with some success: did used to think.  
Spells accurately most common monosyllabic words learned in the classroom and spells others based on their own pronunciation or other patterns Correctly spells common words: friend, near, picture. Spells others based on sounds and other patterns: bicycal (bicycle), because (because), loving (loving).  
Experiments with punctuation Uses capitalisation at beginning of most sentences and for some proper nouns. Uses fullstops at the end of sentences.  
Continue to develop control of primary tenses. (Scales 5 to 7) Consolidate use of capitals for sentence beginnings and proper nouns. (Scales 6 and 7) |

|                      |             |                     |
|                      |             |                     |
|                      |             |                     |

- Chooses a narrow range of basic ways of expressing statements, questions, offers and commands (uses predominately modelled examples) with some accuracy when communicating independently  
Begins to experiment with newer expressions in familiar, supportive contexts and is willing to risk making inappropriate choices in those contexts  
Constructs statements and questions using simple and compound sentences with some accuracy.  
Begins to write and draw a small range of basic examples of texts on technical fields  
Writes a summary of a television news report about Grey Nurse sharks.  
Continued understanding and use of basic grammatical items:  
- articles: an  
- auxiliaries: do, does, was, will  
- prepositions: out, under, above, between  
- adverbs: so, much, really, many  
(Scales 4 and 5) Explore small range of language elements expressing modality–might, must, maybe; I think, I know. (Scale 6)  
- Demonstrates some control of the primary tenses (present, past, future) and their formation for the most common regular verbs but a strictly limited control of secondary tenses  
- Uses present tense mostly accurately in description and present and past in the summary but has some confusion between continuous form and simple present and past. Begins to use secondary tenses with some success: did used to think.  
- Spells accurately most common monosyllabic words learned in the classroom and spells others based on their own pronunciation or other patterns Correctly spells common words: friend, near, picture. Spells others based on sounds and other patterns: bicycal (bicycle), because (because), loving (loving).  
- Experiments with punctuation Uses capitalisation at beginning of most sentences and for some proper nouns. Uses fullstops at the end of sentences.  
Continue to develop control of primary tenses. (Scales 5 to 7) Consolidate use of capitals for sentence beginnings and proper nouns. (Scales 6 and 7)