BARBARA: WRITTEN NARRATIVE

The boy was moving as silently as a shadow. He stood there on his tiptoes and peered through the keyhole. He saw a three headed monster in the keyhole. He was scared if the monster will open the big ugly door. Neither he would open the door or the monster.

Then when he turched the door, the monster opened the door and he ran and hide for the monster doesn’t see him. He hide in a basket where there was lots and lots of clothes and the monster said if I find you I will eat you.

He thought he should hop out of the basket and ran. But the monster was following him so he went in a bus for he doesn’t see him.

Then the monster saw him again so he ran for his life in a shop and it just closed. He was safe and sound in the shop he stayed there all the time and grab food from the store.

It was fun but I didn’t like it when the monster was going to eat me. I am safe and sound where I am know so I’ll tell you the rest later so bye. I’ll see you agian after.

Year Level: Year 5

Teacher’s comment: This task was completed under test conditions as part of the State Literacy Test. First two sentences are adaptations of sentences provided on the prompt.
### Evidence for Scaling

**BARBARA: WRITTEN NARRATIVE**

<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>Genre:</strong> Language for achieving different purposes</td>
<td>level of scaffolding</td>
<td>• independently written for Primary Writing Assessment for State Literacy Test, picture stimulus and keywords for the opening sentences provided on task sheet</td>
<td>7 / 8 / 9</td>
</tr>
<tr>
<td></td>
<td>schematic structure</td>
<td>• orientation, description of scene, complication, resolution</td>
<td></td>
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<tr>
<td></td>
<td>organises the text:</td>
<td>• conjunctions: Then</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• conjunctions: First, Next, Finally, In addition</td>
<td>• topic words: The boy, He</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• dependent clauses: When I was four</td>
<td>• non-human: It</td>
<td></td>
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<tr>
<td></td>
<td>• phrases of time, place, manner: Yesterday, At church, With a knife</td>
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<td></td>
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<tr>
<td></td>
<td>• topic words: Snakes</td>
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<td></td>
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<tr>
<td></td>
<td>• action verbs (in procedures): Slice, Boil</td>
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<td>• existential subject to introduce new information: There</td>
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<td>• layout: subheadings, diagrams, pictures</td>
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<tr>
<td></td>
<td>builds cohesion:</td>
<td>• reference items: the, he, there, his, I, you, him, it, me</td>
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<td></td>
<td>• reference items: my, it, him, this, there, the</td>
<td>• vocabulary patterns</td>
<td></td>
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<td></td>
<td>• vocabulary patterns</td>
<td>- synonyms / antonyms</td>
<td></td>
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<td>• words that go together: change tyre</td>
<td>- words that go together: safe and sound</td>
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<tr>
<td></td>
<td>- classification: motor vehicles - sedans, hatchbacks, utilities</td>
<td>- composition: door, keyhole</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- composition (whole-part): motor vehicles - wheels, tyres, engine, seat belt</td>
<td>• conjunctions: But</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• conjunctions to join sentences: Next, So, However, Therefore</td>
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<td></td>
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<tr>
<td></td>
<td>joins clauses to expand information:</td>
<td>• linking: and, or, so, and then</td>
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<td></td>
<td>• linking conjunctions: and, or, so, and then</td>
<td>• binding conjunctions: because, if, as, when, so / so that</td>
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</tr>
<tr>
<td></td>
<td>• binding conjunctions: because, if, as, when, so / so that</td>
<td>• projections: he was scared if (that) the monster will (would) open the big, ugly door; He thought he should hop out of the basket and ran (run)</td>
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<td></td>
<td>• relative clauses: Perth, which is the capital,...</td>
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## Evidence for Scaling

### BARBARA: WRITTEN NARRATIVE

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<tbody>
<tr>
<td><strong>Field:</strong> Language for expressing ideas and experiences</td>
<td><strong>noun groups:</strong> • 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, the children who live in the city</td>
<td>a three headed monster (monster), the big ugly door, a basket where there were lots and lots of clothes (a basket where there were lots and lots of clothes)</td>
<td>7 / 8</td>
</tr>
<tr>
<td></td>
<td><strong>comparatives:</strong> • funnier, slower, more beautiful, best</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>nominalisations:</strong> • likelihood, growth, development, beauty, risk, government, ability</td>
<td>life</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>verbs:</strong> • action: subtract, divide, peered, scanned</td>
<td>action: moving, stood, peered, saw, open, touched (touched), ran, hide, see, hided (hid), find, eat, following, went, stayed, grab, go</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• mental (sensing): knew, think, believe</td>
<td>mental (sensing): thought (thought), like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• saying: said, laughed, shouted</td>
<td>saying: said, tell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• relational: are, became, has</td>
<td>relational: was, am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• verbal groups: wants to play, tried pushing</td>
<td>phrasal verbs: hop out of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• phrasal verbs: look it up, put up with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>circumstances and clauses:</strong> • when: on Sunday, when we arrived</td>
<td>when: when he touched (touched) the door again (again), all the time, when the monster was going to eat me, later, after</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• where: at the sign</td>
<td>where: through the keyhole, in the keyhole, basket (basket), in a bus, in (into) a shop, in the shop, from the store, where I am know (now)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how: carefully, with a fine brush, like a leopard</td>
<td>how: as silently as a shadow (provided on task sheet), on his tiptoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• with whom / with what: with my friend</td>
<td>why: if (that) the monster will open the big ugly door, for (so) the monster doesn’t (wouldn’t) see him, If I find you, for (so) he doesn’t (wouldn’t) see him, for his life</td>
<td></td>
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<tr>
<td></td>
<td>• why: due to the rain, because it is late</td>
<td></td>
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<tr>
<td></td>
<td><strong>technical vocabulary:</strong> • consume, diet</td>
<td>a three-headed monster (monster), safe and sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>direct and reported speech:</strong> • direct: She said, “I am going home.”</td>
<td>direct: the monster said “If I find you I will eat you.” (The monster said, “If…”’’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reported: She said she was going home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tenor:</strong> Language for interacting with others</td>
<td><strong>speech functions:</strong> • statements, questions, offers, commands</td>
<td>series of statements in simple, compound and complex statements with some accuracy</td>
<td>7 / 8</td>
</tr>
<tr>
<td></td>
<td><strong>subjectivity / objectivity:</strong> • subjective: I believe</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• objective: It is possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>modality:</strong> • certainty: reckon, think, perhaps, will, has to be</td>
<td>certainty: will (would), doesn’t (wouldn’t)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• obligation: could, should, must</td>
<td>obligation: should</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>interpersonal meaning:</strong> • feelings, attitudes: It’s beautiful, I like you, very,</td>
<td>feelings, attitudes: scared, ugly, just, fun, didn’t like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• excellent, best, naughtily, rude, well-behaved, just, only, luckily</td>
<td>idioms, colloquialisms, humour: hop out of, ran for his life, safe and sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• idioms, colloquialisms, humour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• names to refer to people</td>
<td>vocabulary choices to some degree paint a picture for the reader and reveal some of the character’s feelings and attitudes which is appropriate to the genre, however change of tenor through shift to direct address to reader in final paragraph is not totally effective</td>
<td></td>
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<tr>
<td></td>
<td><strong>appropriateness of tenor</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ESL Scope and Scales Moderated Evidence: Primary Years Band

## Evidence for Scaling

**BARBARA: WRITTEN NARRATIVE**

<table>
<thead>
<tr>
<th>Mode: Language for creating spoken and written texts</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tenses:</strong></td>
<td></td>
<td>primary past, present, future</td>
<td></td>
</tr>
<tr>
<td>• primary: past, present, future</td>
<td></td>
<td>past: stood, peered, saw, was, turched (touched), opened, ran, hidied (hid), was (were), said, thought (thought), stayed</td>
<td></td>
</tr>
<tr>
<td>• secondary: other tenses eg was sleeping, wanted to go, have gone</td>
<td></td>
<td>present: find, am</td>
<td></td>
</tr>
<tr>
<td>• future: will eat, I'll tell, I'll see</td>
<td></td>
<td>future: will eat, I'll tell, I'll see</td>
<td></td>
</tr>
<tr>
<td>• past instead of present: ran</td>
<td></td>
<td>past instead of present: ran</td>
<td></td>
</tr>
<tr>
<td>• present instead of past: hide, grab</td>
<td></td>
<td>present instead of past: hide, grab</td>
<td></td>
</tr>
<tr>
<td><strong>passive voice:</strong></td>
<td></td>
<td>secondary</td>
<td></td>
</tr>
<tr>
<td>• active: The winds flamed the fire.</td>
<td></td>
<td>accurate: was moving, was following, was going to eat, didn't like, should hop out of</td>
<td></td>
</tr>
<tr>
<td>• passive: The fire was flamed by the wind.</td>
<td></td>
<td>inaccurate: will (would) open, dosen't (wouldn't) see, (had) just closed</td>
<td></td>
</tr>
<tr>
<td><strong>foregrounding:</strong></td>
<td></td>
<td>appropriate foregrounding for the genre, but with limited complexity of expression</td>
<td></td>
</tr>
<tr>
<td>• abstract elements: The habitat of the snakes</td>
<td></td>
<td>text is coherent through its logical sequencing of events, concluding paragraph changes abruptly to first person and interacts with reader, but without resolving the complication</td>
<td></td>
</tr>
<tr>
<td>• conjunctions</td>
<td></td>
<td>appropriate foregrounding for the genre, but with limited complexity of expression</td>
<td></td>
</tr>
<tr>
<td>• human: The boy, He, Neither he (or the monster), I</td>
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<td>text is coherent through its logical sequencing of events, concluding paragraph changes abruptly to first person and interacts with reader, but without resolving the complication</td>
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<tr>
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<tr>
<td><strong>coherence:</strong></td>
<td></td>
<td>text is coherent through its logical sequencing of events, concluding paragraph changes abruptly to first person and interacts with reader, but without resolving the complication</td>
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</tr>
<tr>
<td>• introduction, topic sentences and the links between them</td>
<td></td>
<td>text is coherent through its logical sequencing of events, concluding paragraph changes abruptly to first person and interacts with reader, but without resolving the complication</td>
<td></td>
</tr>
<tr>
<td><strong>print conventions:</strong></td>
<td></td>
<td>handwriting: appropriate letter formation and spacing</td>
<td></td>
</tr>
<tr>
<td>• handwriting: letter formation, spacing, direction</td>
<td></td>
<td>spelling: most common words correct, errors based on pronunciation and inaccurate spelling patterns: turched (touched), dosen't (doesn't), bascket (basket), thought (thought)</td>
<td></td>
</tr>
<tr>
<td>• spelling: link to pronunciation and visual patterns</td>
<td></td>
<td>punctuation: mostly uses capitals and full stops correctly, misses coma for direct speech but uses quotation marks, appropriately places apostrophe for contraction</td>
<td></td>
</tr>
<tr>
<td>• punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, links to intonation</td>
<td></td>
<td>punctuation: mostly uses capitals and full stops correctly, misses comma for direct speech but uses quotation marks, appropriately places apostrophe for contraction</td>
<td></td>
</tr>
<tr>
<td>• abbreviations: cm, 2nd</td>
<td></td>
<td>punctuation: mostly uses capitals and full stops correctly, misses comma for direct speech but uses quotation marks, appropriately places apostrophe for contraction</td>
<td></td>
</tr>
<tr>
<td><strong>multimedia / multimodal:</strong></td>
<td></td>
<td>punctuation: mostly uses capitals and full stops correctly, misses comma for direct speech but uses quotation marks, appropriately places apostrophe for contraction</td>
<td></td>
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<tr>
<td>• links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text</td>
<td></td>
<td>punctuation: mostly uses capitals and full stops correctly, misses comma for direct speech but uses quotation marks, appropriately places apostrophe for contraction</td>
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</tr>
</tbody>
</table>
Frogs are amphibians. This means they can live on land and in the water. The life cycle of frogs begins in the water. They have long, strong legs to swim with. The eggs hatch about when it is six days. Then it goes into a tadpole. Tadpoles have tails for swimming. They have gills for breathing in water. Then when it is six weeks old, they get feet and arms for they can jump a little bit. They make their tails shrink a bit and there gills disappear. Then they change colour while they are growing there tail disappear and there gills are or ready gone.

Then when they turn in to an adult they get to go on land and water. The adult frog can breath in the air and in the water. That is good for they don't have to go in the water all the time.

All the frogs can be free for ever and ever.

Year Level: Year 5

THE LIFE CYCLE OF A FROG

Write an explanation of the life cycle of a frog. Use the information in the diagram and the table to help you explain the life cycle.

- Include details about the changes that happen at each stage of the life cycle of a frog.
- You should write in sentences and use paragraphs to help organise your writing.
- Pay attention to spelling and punctuation.

Teacher’s comment: This task was completed under test conditions as part of the State Literacy Test.
### Evidence for Scaling

#### BARBARA: WRITTEN SEQUENTIAL EXPLANATION

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<td><strong>Genre:</strong> Language for achieving different purposes</td>
<td>level of scaffolding</td>
<td>independently written for Primary Writing Assessment for State Literacy Test drawing on flow chart and table of information provided</td>
<td>6 / 7</td>
</tr>
<tr>
<td></td>
<td>schematic structure</td>
<td>introduction, sequence of stages with some description of the changes at each stage, concluding statement</td>
<td></td>
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<tr>
<td></td>
<td>organises the text:</td>
<td>conjuncts: Then</td>
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<tr>
<td></td>
<td>• conjunctions: First, Next, Finally, In addition</td>
<td>dependent clauses: When I was four</td>
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<td>• conjunctions to join sentences: Next, So, However, Therefore</td>
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<tr>
<td></td>
<td>joins clauses to expand information:</td>
<td>reference items: they, the, it (they), there (their), that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• linking conjunctions: and, or, so, and then</td>
<td>vocabulary patterns</td>
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<td>• binding conjunctions: because, if, as, when, so / so that</td>
<td>- words that go together: eggs hatch (hatch)</td>
<td></td>
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<td></td>
<td></td>
<td>- composition: frog - legs, tails, gills, feet, arm</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• conjunctions: Then</td>
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|                                | **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, the children who live in the city
  • comparatives: funnier, slower, more beautiful, best
  • nominalisations: likelihood, growth, development, beauty, risk, government, ability
  • verbs:  
    • action: subtract, divide, peered, scanned
    • mental (sensing): knew, think, believe
    • saying: said, laughed, shouted
    • relational: are, became, has
    • verbal groups: want to play, tried pushing
    • phrasal verbs: look it up, put up with
  • circumstances and clauses:  
    • when: on Sunday, when we arrived
    • where: at the sign
    • how: carefully, with a fine brush, like a leopard
    • with whom / what: with my friend, with my dog
    • why: due to the rain, because it is late
  • technical vocabulary: consume, diet
  • direct and reported speech:  
    • direct: She said, "I am going home."
    • reported: She said she was going home.
  • examples of evidence demonstrated by student: long strong legs, six days, six weeks, the adult frogs, all the frogs
| **Scale**                      | 7 / 8                                                                                                                                                                                                                                                                                                                                              |
| **Tenor:**                     | **Language for interacting with others**                                                                                                                                                                                                                                                                                                           |
|                                | **speech functions:** statements, questions, offers, commands

**subjectivity / objectivity:**  
• subjective: I believe
• objective: It is possible

**modality:**  
• certainty: reckon, think, perhaps, will, has to be
• obligation: could, should, must

**interpersonal meaning:**  
• feelings, attitudes: It's beautiful, I like you, very, excellent, best, naughty, rude, well-behaved, just, only, luckily
• idioms, colloquialisms, humour
• names to refer to people

**appropriateness of tenor**

• series of statements in mostly accurate simple, compound and complex sentences
• certainty: can be
• obligation: don't have to, make, get to go
• feelings, attitudes: or ready (already), good, free, for ever and ever
• idioms, colloquialisms, humour: get to go
• vocabulary choices mostly appropriately position the writer as an objective expert though there is some inappropriate modality (get to go), evaluation (That is good) and narrative like features (free for ever and ever) towards the end  

**Scale**

5 / 6 / 7
## Evidence for Scaling

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<td></td>
<td>7 / 8</td>
</tr>
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<td><strong>tenses:</strong></td>
<td>• primary: past, present, future</td>
<td>• primary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• secondary: other tenses eg was sleeping, wanted to go, have gone</td>
<td>- present: have, harch (hatch), goes, is, get, disappear, change, are growing, turn into</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• secondary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- accurate: can jump, get to go, don’t have to go, can be, make shrink, make disappear</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- inaccurate: are gone (have gone), can breath (breathe)</td>
<td></td>
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<tr>
<td><strong>passive voice:</strong></td>
<td>active: The winds flamed the fire.</td>
<td>abstract elements: That (= ability to breathe in air and water)</td>
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<tr>
<td></td>
<td>passive: The fire was flamed by the wind.</td>
<td>conjunctions: Then</td>
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<tr>
<td><strong>foregrounding:</strong></td>
<td>abstract elements: The habitat of the snakes</td>
<td>dependent clauses: While they are growing</td>
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</tr>
<tr>
<td></td>
<td>• conjuctions</td>
<td>non-human: They (= frogs), The eggs, Tadpoles, The adult frogs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• dependent clauses</td>
<td>• abstract elements: That (= ability to breathe in air and water)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• non-human elements: The lathe</td>
<td>• conjunctions: Then</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• human elements: specific We, general People</td>
<td>• dependent clauses: While they are growing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• action verbs: Draw</td>
<td>• non-human: They (= frogs), The eggs, Tadpoles, The adult frogs</td>
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<tr>
<td></td>
<td>• existential subject to introduce new information: There</td>
<td>• foregrounding of topic and the use of conjunctions and dependent clauses to foreground sequential order of time is appropriate to genre of sequential explanation</td>
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<tr>
<td></td>
<td>• interpersonal elements: Dear, Thankyou, Well</td>
<td>• builds coherence through chronological sequencing of events and foregrounding of time, organised in paragraphs but without topic sentences</td>
<td></td>
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<tr>
<td><strong>appropriateness of foregrounding</strong></td>
<td></td>
<td>• handwriting: appropriate letter formation and mostly correct spacing</td>
<td></td>
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<tr>
<td><strong>coherence:</strong></td>
<td>introduction, topic sentences and the links between them</td>
<td>• spelling: most words correct, though many provided on the prompt, incorrect words based on pronunciation and incorrect visual patterns: breath (breathe), harch (hatch)</td>
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<tr>
<td></td>
<td></td>
<td>• punctuation: correctly uses capitals, full stops and apostrophes for contraction</td>
<td></td>
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<tr>
<td><strong>print conventions:</strong></td>
<td>handwriting: letter formation, spacing, direction</td>
<td>• able to read and use information provided in the flow chart and incorporate information in the table</td>
<td></td>
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<tr>
<td></td>
<td>• spelling: link to pronunciation and visual patterns</td>
<td></td>
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<tr>
<td></td>
<td>• punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, links to intonation</td>
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<tr>
<td></td>
<td>• abbreviations: cm, 2nd</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>
Barbara’s texts provide evidence contributing mostly to Scale 7. Towards the end of Year 5 a student achieving the SACSA Standards should be working around Scale 9.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Text in Context</th>
<th>Language</th>
<th>Key Teaching Points</th>
</tr>
</thead>
</table>
| **Outcome 7.1**  
Communicates in a range of social situations and a narrow range of educational genres, and reflects on these in a very elementary way. | • Demonstrates an elementary understanding of genres  
- begins to reflect on the purposes, the appropriate structure and common features of a range of elementary genres, such as sales transactions, personal recounts, simple narratives, procedures, descriptive reports, sequential explanations and arguments and summaries  
- Constructs with some confidence oral and written examples of the elementary genres having a number of stages or a series of events  
  - reads longer more complex illustrated sequential explanations, such as life cycles and simple flow charts, and begins to write and draw short examples of these with some confidence.  
  - organises the meanings in short, simple paragraphs in a logical order  
  Constructs a narrative and explanation independently under test conditions, using information provided on the task sheet, and demonstrates understanding of the purpose, structure and the main features of each genre. Organises texts according to the structure of the genre: orientation, complication, resolution (narrative); introduction, sequence of stages, conclusion (explanation). | • Identifies a wide range of discriminating features of elementary genres  
Uses a number of discriminating features for each text: past tense, expressions of feeling and attitudes (narrative); present tense, expressions of time, place, reason (explanation).  
• Identifies and uses a limited range of significant language features that organise a text  
  - uses conjunctions which organise the text: Then  
• Expands information in a text by joining clauses  
  - forms compound sentences using the range of linking conjunctions: and, but, so  
  - forms complex sentences using common binding conjunctions: if, when, while, where, for (so that)  
• Uses a small range of simple cohesive language elements that make a text hang together  
  - understands and uses a range of reference items accurately most of the time in spoken texts  
  In the two written texts uses: the, he, there, his, I, you, him, it, they, there (their), me, they (them), that, it (they). | Teach meaning and difference between the reference items ‘there’ and ‘their’, and the conjunctions ‘for’ and ‘so’.  
(Scale 5 and 6)  
Focus on the need for consistency in the use of reference items, both throughout the text and in relation to the noun it is referring to.  
(Scales 6 to 9)  
Expand the range of binding conjunctions to join clauses in a text: because, after, since.  
(Scales 7 to 9)  
Continue to develop an understanding of the structure of an explanation and a narrative and find similarities and differences with the structure of other genres, particularly focussing on the resolution / conclusion. (Scales 7 to 9)  
Introduce a more complex range of conjunctions that can be used to join sentences: So, However.  
(Scale 9) |
# ESL Scales Commentary

## Scale 7

<table>
<thead>
<tr>
<th>Field</th>
<th>Text in Context</th>
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<th>Key Teaching Points</th>
</tr>
</thead>
</table>
| **Outcome 7.2**  
Understands and uses common vocabulary that constructs everyday, non-technical fields, and has a tentative control of a range of technical fields. | • Demonstrates a limited understanding of vocabulary constructing fields beyond immediate personal and school experiences  
• Demonstrates understanding of a small range and begins to use a narrow range of technical vocabulary constructing a range of educational fields, such as technology or topics in science  
Uses a range of descriptive language to construct the imaginative narrative beyond immediate experience and uses more technical language to construct the text on the life cycle of the frog. | • Constructs noun groups consisting of a narrow range of  
- describers: long strong, big ugly  
- classifiers: the adult frogs, a three headed monster (monster)  
• Chooses, in literary texts, a range of vocabulary  
- verbs expressing action processes: grab, hid, peered  
- noun groups expressing the participants: a three-headed monster  
- phrases giving the circumstances of the events: in the keyhole  
• Understands a range of common nominalisations and uses a narrow range of common examples: life  
• Uses a small range of common technical vocabulary: harch (hatch), gills, tadpole, breathing  
• Uses, with some accuracy, simple direct and reported speech  
Uses direct speech in narrative: the monster said "If I find you I will eat you." | Provide opportunities to develop understanding of the use of comparatives and their formation for one, two or three syllable adjectives: bigger, biggest, lovelier, more beautiful.  
(Scales 6 and 7)  
Expand noun groups by using more delicate choice of vocabulary for describers and classifiers and by using longer qualifiers. (Scales 7 to 9)  
Further explore the use of simple direct and reported speech in written texts. (Scales 7 to 9)  
Explore nominalisations through reading and modelling and encourage greater use in writing. (Scales 7 to 9)  
Introduce more complex mental verbs: consider dislike. (Scale 9) |

| Tenor | | | Focus on the need for consistency of tenor in a text.  
Discuss the effect of using an expression such as 'for ever and ever' in an explanation. Generally focus on the use of non-emotive language in factual texts such as explanations. (Scales 7 and 8) |
| **Outcome 7.3**  
Participates with some measure of confidence and critical awareness in a small range of familiar contexts, using a small range of grammatical structures accurately. | • Chooses a small range of basic ways of expressing statements, questions, offers and commands and uses them accurately  
Writes both texts as a series of statements in simple compound and complex sentences, with some accuracy.  
• Understands a range of language elements that express modality and uses appropriately a narrow range in informal and formal situations  
Uses a narrow range of language to appropriately express certainty and obligation.  
• Demonstrates understanding of non-literal meanings by beginning to use a strictly limited range of colloquialisms or idioms with some confidence  
Includes a small range of colloquialisms in both texts. | • Chooses with some accuracy elementary expressions of modality: can, will (would), doesn't (wouldn't), don't have to, should  
• Begins to understand how vocabulary choice is linked to the tenor of the context  
Makes appropriate language choices including technical vocabulary, to construct an objective text in the explanation but does not maintain this tenor in the last paragraph.  
• Chooses a strictly limited range of colloquial and idiomatic language: hop out of, ran for his life, safe and sound, get to go  
• Uses a small range of evaluative vocabulary to express feelings and attitudes: scared, ugly, just, fun, didn't like, already, good | |
ESL Scope and Scales Moderated Evidence: Primary Years Band

ESL Scales Commentary

Scale 7

<table>
<thead>
<tr>
<th>Text in Context</th>
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<tbody>
<tr>
<td><strong>Mode</strong>&lt;br&gt;Outcome 7.4&lt;br&gt;Identifies and compares in elementary ways the features of spoken, written and visual texts, and constructs a small range of short written and visual texts that unfold coherently through their simplicity.</td>
<td><strong>Identifies the patterns in what is foregrounded in a genre and begins to use this understanding independently and appropriately in a limited way</strong>&lt;br&gt;Foregrounds human elements and conjunctions in the narrative and non-human elements, conjunctions and dependent clauses of time in the explanation.</td>
<td>Continue to practise the formation of irregular past tense: hide / hid, think / thought, will / would. (Scale 7)</td>
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<tr>
<td><strong>Identifies and uses phrases of time in a recount</strong></td>
<td><strong>Foregrounds conjunctions of time in the narrative explanation: Then.</strong>&lt;br&gt;- tends to foreground personal pronouns in reports&lt;br&gt;Foregrounds personal pronouns in the explanation: They.</td>
<td>Provide further opportunities to recognise the use of secondary tenses in model texts and to understand the timeframe for each tense. Practise the formation of more complex forms: had closed, have gone. (Scale 7)</td>
</tr>
<tr>
<td><strong>Demonstrates control of choice and formation of tense for a range of verbs</strong>&lt;br&gt;- shows control of the primary tenses (present, past, future) and the past tense form of most common irregular verbs: stood, saw, was&lt;br&gt;- shows better control of secondary tenses: was moving, was following, didn’t like, don’t have to go, should hop out of, (had) just closed, are gone (have gone)</td>
<td></td>
<td>Focus on the use of ‘will’ and ‘would’ in conditional clauses “If...” depending on whether it is a past or future time. (Scale 7)</td>
</tr>
<tr>
<td><strong>Spells accurately most common words and those copied from the task sheets. Spells other words based on own pronunciation and incorrect visual pattern: harch (hatch), breath (breathe), thorgt (thought), turched (touched).</strong></td>
<td><strong>Spells accurately most words learned in the classroom and uses a range of spelling strategies, such as visual patterns, word lists or dictionaries</strong>&lt;br&gt;Spells accurately most common words and those copied from the task sheets. Spells other words based on own pronunciation and incorrect visual pattern: harch (hatch), breath (breathe), thorgt (thought), turched (touched).</td>
<td>Compare spelling of words with similar sound but different spelling in order to increase familiarity with spelling patterns, for example: ‘or’ as in for / thought, ‘k’ as in kick / basket. Compare spelling of words with similar but not the same sound: close / does, torch / touch, breath / breathe. (Scale 7)</td>
</tr>
<tr>
<td><strong>Demonstrates understanding of the common punctuation marks and uses the most basic with some consistency</strong>&lt;br&gt;- uses consistently capital letters, full stops and question marks</td>
<td><strong>Uses punctuation with a high degree of accuracy.</strong></td>
<td>Continue to develop an understanding of the organisation of factual texts in simple, logically ordered paragraphs on the basis of a change of topic using a topic sentence for each paragraph. (Scale 8)</td>
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</tbody>
</table>