Yesterday we went on an excursion. We went on the school bus and we came and we sat on the chairs and I said I was sitting near Miss polendono, I said I was starting so starting yes she answered if I like the best is the Gruff goat.
## Evidence for Scaling

### VALENTINA: WRITTEN PERSONAL RECOUNT

<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 schematic structure organising 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</td>
<td>independently written following a series of activities related to the task and the genre basic introduction, series of events time, place: Yesterday reference: we, i, the, it, she linking: and</td>
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</tr>
<tr>
<td><strong>Field:</strong> Language for expressing ideas and experiences</td>
<td>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, &quot;I am going home.&quot;  - reported: She said she was going home.</td>
<td>an excursion, the school bus, the chairs, Miss palerdoon, the 3 = billy goat gunf (Gruff) best an excursion action: went, came, sat, Startin (starting), sitting mental (sensing): like saying: said, awser (answer) relational: is when: Yesterday where: on an excursion, on the school bus, on the chairs, near Miss palerdoon excursion direct: I said I &quot;Was sitting near Miss palerdoon. I said istig startin yes She awser (I said, &quot;I am sitting near Miss Palerdoon.&quot; &quot;Is it starting?&quot; &quot;Yes&quot;, she answered.)</td>
<td>4 / 6</td>
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</tbody>
</table>
**ESL Scope and Scales Moderated Evidence: Early Years Band**

**Evidence for Scaling**

**VALENTINA: WRITTEN PERSONAL RECOUNT**

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| **Tenor:** Language for interacting with others | speech functions:  
- statements, questions, offers, commands | series of statements in mostly accurate simple and compound sentences, one yes / no question in the direct speech | 4 |
| | modality:  
- certainty: think, could, can  
- obligation: could, must | feelings, attitudes: like (liked), best  
- names: Miss paleradoon | |
| | interpersonal meaning:  
- feelings, attitudes: It's beautiful, I like you, very  
- idioms, humour  
- names to refer to people | | |
| **Mode:** Language for creating spoken and written texts | tenses:  
- primary: past, present, future  
- secondary: other tenses eg was sleeping, wanted to go | primary  
- present: istt startdin (is it starting)  
- past: went, came, sat, said  
- present instead of past: awser (answer), like, is (was)  
- past instead of present: was sitting | 5 |
| | 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: Yesterday  
- human: We, I | |
| | 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 words, starting points on each line do not align  
- spelling: most common words correct, missed or misplaced consonants in some words  
- punctuation: uses capitals for I but inappropriate and missed uses capitals for most text, missed fullstops, attempt at but inaccurate use of speech marks for direct speech | |
| | multimedia / multimodal:  
- links between gestures, visual images, physical objects, spoken and written text | | |