### Key features of ESL Scale 3

| GENRE: | Outcome 3.1  
| Interact in routine spoken exchanges with some tentative experimenting and, with support, responds to and constructs a limited range of written texts. |
| Text in Context | * understands main ideas and characters in a well illustrated story read aloud and enacts the main events  
* reads a small range of everyday and environmental texts and collaboratively constructs very brief examples of most familiar  
* participates in simple group activities based on shared texts  
* participates in short formulaic spoken exchanges and slightly longer spoken texts with memorised segments |
| Language | * demonstrates understanding of the structure of several basic genres  
* initiates spoken exchanges involving two or three turns (greeting, response, evaluation / close)  
* constructs elementary examples of basic genres with high degree of scaffolding: draw sequenced pictures with action verbs written alongside; label parts of body, write two or three things about themselves  
* uses basic pronouns |

| FIELD: | Outcome 3.2  
| Understands and uses a very narrow range of common, everyday vocabulary constructing personally relevant fields, and uses isolated examples of concrete technical vocabulary. |
| Text in Context | * use vocabulary for colour, number, time, clothing, food, animals, animals, weather, science  
* chooses some concrete technical vocabulary |
| Language | * uses very basic phrases of location but understands a slightly wider range  
* identifies some familiar vocabulary in a variety of contexts  
* expands vocabulary by classifying animals and describing them according to size |

| TENOR: | Outcome 3.3  
| Participates appropriately in a strictly limited range of familiar, highly supportive contexts, using with some accuracy a limited range of basic grammatical structures. |
| Text in Context | * chooses limited range of ways of expressing statements, questions, offers, commands, using predominantly modelled examples in familiar contexts  
* expresses statements and questions in basic ways  
* participates appropriately with increasingly more language |
| Language | * uses basic grammatical items: articles (a, the), prepositions (on, in), conjunctions (and), adverbs (very)  
* responds appropriately to intonation patterns of statements and questions and stress on key words  
* expresses statements, questions, offers, commands using two or three key words only and tone, intonation and actions and a limited range of yes / no questions  
* chooses a narrow range of socially appropriate formulaic expressions and some informal examples  
* uses a limited range of evaluative vocabulary |

| MODE: | Outcome 3.4  
| Constructs a strictly limited range of spoken texts located in the immediate context, reads a limited range of texts supported by visuals and begins to write a strictly limited range of very brief texts collaboratively. |
| Text in Context | * chooses to use more language relative to the number of gestures and visual resources  
* organises meanings in brief written texts in a logical order, with intensive support for one or two genres  
* writes simple sentences and begins to rely less on copying texts |
| Language | * reads aloud the crucial parts of a range of environmental print  
* begins to identify beginning and end sounds in words  
* spells with some accuracy many common monosyllabic words and spells others based on the sounds in the word  
* chooses highly repetitive sentences beginnings  
* demonstrates limited control of the primary tenses |

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