### Key features of ESL Scale 6

| GENRE: | Outcome 6.1  
Communicates in a small range of contexts, constructing brief texts and showing some ability to reflect on genres in a very elementary way. |
|--------|---------------------------------------------------------------|
| Text in Context | • begins to reflect on the purposes, structure and common features of a small range of elementary genres  
• participates in casual conversation about familiar topics with familiar people  
• constructs collaboratively short oral and written texts  
• organises with some confidence brief written texts in a logical order  
• begins to independently construct very brief examples of elementary genres  
• reads longer clearly illustrated sequential explanations and begins to write and draw brief examples |
| Language | • identifies a range of discriminating features of a small range of elementary genres  
• uses a limited range of significant language features that organise a text  
• expands information using linking conjunctions - and, then, but, or so; binding conjunctions – because, when, before, after  
• uses a range of reference items (definite article and pronouns) accurately most of the time in spoken texts and written texts |

| FIELD: | Outcome 6.2  
Understands and uses a wide range of vocabulary and grammatical items to form short word groups and phrases constructing fields beyond the personally relevant, and uses a narrow range of technical vocabulary. |
|--------|------------------------------------------------------------------------------------------------------------|
| Text in Context | • uses commonsense everyday vocabulary confidently with peers  
• uses with some confidence a narrow range of vocabulary that develops their knowledge of the community and other personally relevant topics  
• begins to use a limited range of technical vocabulary constructing a small range of educational fields  
• demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences |
| Language | • uses a small range of vocabulary expressing actions, feelings and attitudes, phrases giving circumstances  
• expands short noun groups using numbers (a quarter of), descriptors (big, beautiful), classifiers (state government), short prepositional phrases as qualifiers  
• uses a range of comparative of regular two syllable adjectives ending in y and chooses isolated three syllable and irregular examples  
• uses a narrow range of technical vocabulary  
• uses a limited range of common nominalisations  
• begins to use simple direct speech and the simplest reported speech |

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Adapted from ESL Scope and Scales,  
**TENOR:**

**Outcome 6.3**
Recognises that communication varies according to context and participates appropriately in a narrow range of familiar, supportive contexts using with some accuracy a small range of basic grammatical structures.

<table>
<thead>
<tr>
<th>Text in Context</th>
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</thead>
<tbody>
<tr>
<td>- participates appropriately in classroom conventions: stands to present views and responds appropriately to views different from own</td>
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<tr>
<td>- demonstrates a basic understanding of variation according to context: reflects with increased confidence on the language choices appropriate in a letter to a friend or when speaking to a younger child</td>
</tr>
<tr>
<td>- maintains the appropriate degree of formality in a limited range of more formal less supportive contexts</td>
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<tr>
<td>- begins to explore critically how interpersonal meanings can be made in different situations</td>
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<tr>
<td>- recognises a variety of statements, questions, offers and commands</td>
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<tr>
<td>- uses appropriate intonation patterns of basic statements, questions and offers when speaking and reading aloud, drawing on knowledge of punctuation marks</td>
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<tr>
<td>- uses a range of evaluative language to express feelings and attitudes</td>
</tr>
<tr>
<td>- explores how vocabulary is linked to the tenor of a context plays with language in a narrow range of ways for humorous effects</td>
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<tr>
<td>- understands a small range of language elements expressing certainty and obligation and uses appropriately a limited range</td>
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**MODE:**

**Outcome 6.4**
Identifies and compares in elementary ways, the features of spoken, written and visual texts, and constructs a narrow range of brief written and visual texts that generally unfold coherently through their simplicity.

<table>
<thead>
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<tbody>
<tr>
<td>- communicates appropriately some of the time using various media</td>
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<tr>
<td>- reads with confidence a range of handwritten texts</td>
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<tr>
<td>- identifies the patterns in what is placed at the front in a genre and demonstrates an elementary understanding of which grammatical elements can be foregrounded in a given genre</td>
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<tr>
<td>- identifies and discusses in elementary ways the meanings made in a range of multimodal texts</td>
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<tr>
<td>- reads texts with different handwriting, font and case and basic dialogue appropriately</td>
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<tr>
<td>- chooses short, basic phrases of time and place at the beginning of recounts or narratives</td>
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<tr>
<td>- demonstrates control of primary tenses and past tense form of most common irregular verbs and begins to gain control of secondary tenses</td>
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<tr>
<td>- spells with greater accuracy most words learned in the classroom and spells others based less on their own pronunciation and more on visual patterns</td>
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<td>- writes so that texts are clearly legible</td>
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