## Key features of ESL Scale 8

| GENRE: | Outcome 8.1  
Communicates in a wide range of social genres and a narrow range of educational genres, and reflects on these in an elementary way. |
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| Text in Context | • reflects with support on the purposes, structure and common features of a range of elementary genres  
• participates with greater confidence in casual conversations about familiar topics with familiar people  
• constructs oral and written examples of the elementary genres having a number of stages or series of events  
• reads long sequential explanations such as life-cycles and writes and draws simple examples with confidence  
• constructs oral and written recounts, short oral and written narratives, summaries and arguments  
• independently constructs story genres with a storyline and events related to the resolution of a problem |
| Language | • identifies and uses a limited range of features that organise a text, such as sub headings in a report  
• identifies clauses and expands the information in a text by joining the clauses using common binding conjunctions such as because, if, since, when and a small range of relative pronouns  
• uses a range of reference items appropriately and accurately most of the time in spoken and short written texts  
• reads reference items accurately in longer texts |

| FIELD: | Outcome 8.2  
Understands and uses common vocabulary that constructs everyday, non-technical fields of personal and community interest and has a tentative control of a small range of technical fields. |
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| Text in Context | • communicates confidently about familiar fields with peers informal contexts, remaining unsure of some field-specific vocabulary  
• demonstrates a tentative control of vocabulary beyond personal and school experiences  
• chooses appropriately from a narrow range of vocabulary to make delicate meanings  
• writes and retells simple descriptive texts  
• chooses to use direct or reported speech appropriately  
• use a thesaurus with some confidence |
| Language | • uses a range of vocabulary patterns for a range of writing genres from recounts to reports  
• uses slightly more varied vocabulary such as verbs expressing mental process, noun groups with classifiers and describers  
• understands a range of common nominalisations  
• uses a range of common technical vocabulary  
• identifies key vocabulary in spoken, written and simple visual texts to construct a simple summary  
• uses direct speech and simple reported speech with a greater degree of accuracy |
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| TENOR: | Outcome 8.3  
Participates with increasing confidence and critical awareness in a range of familiar contexts using a wider range of basic grammatical structures accurately and begins to participate appropriately in a narrow range of more formal contexts. |
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| Text in Context | • begins to understand more clearly how interpersonal meanings can be made in varying ways, for example adjusts speaking to communicate with a known adult on a serious matter  
• invites, welcomes, introduces and thanks visiting speakers appropriately, relying heavily on collaboratively constructed models of formal oral language  
• chooses a small range of language expressing modality (degrees of certainty or obligation) when responding to a point of view in informal contexts  
• begins to use with some confidence a limited range of common colloquialisms or idioms  
• demonstrates critical awareness by identifying and reflecting with increased confidence on the appropriateness of linguistic choices  
• identifies stereotypes in television commercials |
| Language | • begins to understand appropriate choice of questions and commands and language expressing modality when considering classroom and school behaviour, using ‘Could you come over here please’ instead of ‘Come here’ with known adults  
• uses simple forms of modality with varying degrees of accuracy such as should, could, just, only  
• chooses with some confidence vocabulary appropriate for the tenor of the context  
• begins to understand how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud  
• uses a range of evaluative vocabulary to express feelings and attitudes |

| MODE: | Outcome 8.4  
Identifies and compares the major features of spoken, written and visual texts, and constructs a range of short spoken and written texts that unfold coherently most of the time. |
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| Text in Context | • discusses and understands the patterns in what is foregrounded in a genre and uses this understanding most of the time  
• communicates simple, appropriately and accurately in general when using another medium such as a telephone  
• identifies and discusses with slightly more confidence in elementary ways the meanings made in a range of multimodal texts, such as in discussing made in a pie graph  
• demonstrates a tentative critical understanding of a range of multimodal texts, discussing the relationship between a visual texts and the accompanying verbal text |
| Language | • organises texts in simple logically ordered paragraphs with a topic sentence for each one  
• foregrounds simple repetitive patterns most of the time, ‘draw the eyes’, with a fine brush, draw the eyes’ or ‘the leaf was put in the sun  
• demonstrates limited control with support of punctuation marks beyond the most basic, such as speech marks, commas and apostrophes |