Language & Learning Development Continuum (LLDC)

John Polias, 2022

The Language & Learning Development Continuum (LLDC) is a resource for all teachers in supporting their students achieve the learning outcomes of the curriculum, and in reporting on those achievements. The LLDC outlines the language demands that need to be addressed in supporting students' learning and it should be used in conjunction with the benchmarks or standards of the various disciplines that comprise a school's curriculum.

The LLDC is organised according to Genre and the three components of Register (Field, Tenor and Mode). Each of these is then organised and described according to 'Texts and Contexts' and 'Language'. The relationship between 'Texts and Contexts' and 'Language' is essentially that, for any phase, one is describing the kinds of texts a student is comprehending and composing in the various described contexts, and the other is describing the kinds of language resources that a student has developed to be able to comprehend and compose those texts in those contexts.

The diagram below shows the structural relationship between the phases in the LLDC and a student's age. The shading in each row finishes at the phase that a student of that age is expected to be working at. There are two crucial points to note:

- Although there are some similarities between the LLDC for 7-10-year-olds and that for 11-15-year-olds, the content of the phases is specific to each age group. In other words, Phase 4 for 7-10-year-old students is not the same as Phase 4 for 11-15-year-old students.
- The English language development of individual students will vary greatly so they can be at markedly different points on the relevant LLDC. The shading in the diagrams below illustrate this point. The shading ends when the expected benchmark is reached by a student. For example, a student aged between 8 and 9 can be anywhere from Phase 1 to Phase 5. Of course, it is possible for a student to have developed language beyond their expected level and, therefore, overshoot a benchmark.

More specific details about how to use the LLDC are provided in the video, '**How to use Lexis Education's Language and Learning Development Continuum (LLDC)**'.

Students 7-10 years of age

Grade or year level				Grade 2-3	Grade 3-4	Grade 4-5
Curriculum benchmark				A	B	C
Phase of development	1	2	3	4	5	6
7-8 years of age						
8-9 years of age						
9-10 years of age						

Students 11-15 years of age

Grade or year level				Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
Curriculum benchmark				D	E	F	G
Phase of development	1	2	3	4	5	6	7
11-12 years of age							
12-13 years of age							
13-14 years of age							
14-15 years of age							

GENRE

Phase 1	Phase 2	Phase 3	Phase 4
Outcome 1.1 Interacts in highly routine exchanges and, with support, constructs a strictly limited range of simple written and visual texts	**Outcome 2.1** Interacts in predominantly routine exchanges and composes, usually by jointly constructing, a limited range of texts	**Outcome 3.1** Communicates in a narrow range of contexts, composing brief texts and showing some ability to reflect on generic features in a very elementary way	**Outcome 4.1** Communicates in a range of social situations and a narrow range of educational Genres and is able to reflect on these in an elementary way

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:

• participates in very basic oral and physical activities:
  - highly formulaic spoken exchanges, depending to a large extent on memorising segments
  - simple group activities based on shared spoken and visual texts, such as dance, games, and making simple things
• comprehends the notion that certain texts give commands to do or not do something (especially signs in public places) and can copy the most basic examples
• demonstrates understanding of some of the main ideas in a simple story either animated or read aloud with clear tone and intonation, with a great deal of repetition, and clear illustrations
• begins to compose very short, basic texts by copying or jointly constructing examples with the teacher or knowledgeable peers, such as sequencing a known text using pictures or other visual resources
	• participates in short oral and physical activities:
	  - spoken exchanges relying less on memorising segments
	  - extended group activities, such as games, making things, and basic science activities
	• comprehends for several basic Genres (Procedures, Descriptions, personal Recounts, Narratives) that:
	  - they have different purposes and that those purposes are similar across cultures
	  - texts such as fire drills, an experiment, or how to behave in a library are essentially the same Genre, ie Procedures
	• demonstrates understanding of main ideas and characters in a short, illustrated written or animated story that is read aloud clearly and with a lot of repetition
	• begins to compose in a logical order very brief examples of a limited range of Genres:
	  - very basic Procedures
	  - Descriptions such as those based on short texts found in advertising and on packaging
		• participates in predictable spoken exchanges:
		  - asks to borrow a resource appropriately from the Resource Centre
		  - chats with familiar people about familiar topics
		• demonstrates an understanding of a small range of elementary Genres:
		  - understands that a Genre is a social activity: eg that mechanics, technicians and students use Procedures to get things done
		  - begins to reflect independently on generic purposes, appropriate structures and common features
		• comprehends clearly illustrated sequential Explanations (life-cycles and simple flow-charts) and can organise with some confidence brief written texts in a logical order
		• jointly composes short oral and written texts and begins to independently compose very brief examples of the elementary Genres but now also including:
		  - basic sequential Explanations and Arguments
		  - oral and written summaries of short texts
		  - poems based on simple, repetitive and modelled language
			• participates with greater confidence in casual conversations about familiar topics with familiar people and begins to participate in discussions in more formal contexts within the classroom
			• demonstrates an elementary understanding of Genre:
			  - reflects, with support, on the purposes, the appropriate structure and common features of a range of elementary Genres, such as personal and biographical Recounts, simple Narratives, Procedures, Descriptions, Comparisons, Components, sequential Explanations, and (simple) Arguments
			  - identifies texts from different cultures as being the same Genre, eg compares folktales and recipes from different cultures
			• composes oral and written examples of the elementary factual Genres having a number of stages or a series of events:
			  - reads long, quite complex sequential Explanations, such as life-cycles and flowcharts, and writes and draws with some confidence simple examples
			  - constructs oral and written Recounts, summaries and (simple) Arguments
			• constructs short examples of the story Genres with standard, predictable structures:
			  - independently constructs examples of short oral and written Narratives, using a distinguishable storyline and some events clearly related to the resolution of a problem
			  - writes basic poems with high dependence on modelled language

GENRE

Phase 5	Phase 6	Phase 7
Outcome 5.1 Communicates in a wide range of social situations and a range of factual and literary Genres and reflects on these in an informed way	**Outcome 6.1** Communicates confidently in a range of social situations and a wide range of factual and literary Genres, including elementary macro-Genres, and reflects on these critically and technically	**Outcome 7.1** Communicates confidently in a wide range of social situations using a wide range of factual and literary Genres, including complex macro-Genres, and reflects on these critically and technically

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
• participates with some confidence in discussions about researched topics in more formal contexts within the classroom • demonstrates an understanding of the link between the purposes of a range of Genres, their structure and major language features • composes longer, increasingly complex texts, analysing and combining information from more than one source and using a range of cohesive language elements: - composes longer oral and written Arguments in which the Argument is sustained, concluded, and supported by evidence from another source - composes longer oral and written Recounts, such as a biographical Recount, accompanied with a timeline graph or chart listing major achievements - writes and draws sequential Explanations that now include explicit causal meanings - composes simple multisemiotic texts, such as a basic web page for an environmental group • composes longer examples of the story Genres and is aware of possible variations: - begins to identify the coda stage as an optional stage in Narratives - begins to identify how evaluation can occur in a separate stage of a Narrative and/or in specific wordings - composes simple literary forms such as poetry and dialogue, drawing heavily on modelled or jointly constructed texts	• participates confidently in discussions about researched topics in the classroom and in school-wide formal contexts • demonstrates a good understanding of the link between the purposes of a range of Genres and macro-Genres, their structure and major language features with a nascent understanding of options: - Practical Reports in science or technology as examples of macro-Genres - Classifications incorporating another Genre such as a Comparison and/or a Recount - book and film Reviews • composes well staged, longer and complex texts, analysing and combining information from more than one source and using a wide range of cohesive resources: - writes and illustrates sequential Explanations, such as explaining how and why floods occur due to deforestation, within a factorial Explanation about the causes of floods - composes longer oral and written Arguments in which the Arguments are supported with more than basic evidence and may include a counter argument • composes longer examples of literary texts and uses variations with some confidence: - identifies possible variations of the structure of a Narrative and uses examples with some confidence, such as incorporating both complication and orientation in the first stage of a Narrative - constructs independently some basic examples of poetry and dialogue - compares the key features of multimodal story Genres from different cultures	• participates confidently in discussions and debates about researched topics in school-wide and community-wide contexts • articulates clearly the link between the purpose and language features, including options for each, of a wide range of Genres and macro-Genres, such as discussing how: - sequential Explanations can sit within non-sequential Explanations - macro-Genres, such as Arguments, can incorporate other Genres, such as Recounts and/or Explanations - Narratives can begin with the final resolution and then continue as a flashback • composes well-staged, complex cohesive texts by analysing and combining information from several sources and beginning to acknowledge those sources: • composes Arguments and Discussions where the arguments are supported with evidence and referenced, sustained and concluded, often with counter arguments to be refuted • composes complex examples of literary texts and incorporates examples of cultural resources, such as humour and satire: - writes a film Review, referring to other films by the director or actors - begins with an imagined scenario as a dramatic way of introducing the arguments in a Discussion or formal Debate - writes a short dialogue for a television show - compares confidently and clearly a range of multimodal texts from different cultures, such as comparing police dramas - innovates on a text by exploiting one Genre to do the work of another, such as instead of writing a film Review, uses a utilitarian Genre, ie a Procedure about how to make the film, for commenting on the quality of the film

FIELD

Phase 1	Phase 2	Phase 3	Phase 4
Outcome 1.2 Uses a strictly limited range of vocabulary and grammatical items constructing personally relevant topics	**Outcome 2.2** Uses a narrow range of vocabulary constructing personally relevant topics and uses isolated examples of technical vocabulary	**Outcome 3.2** Uses a range of vocabulary and grammatical items to form short groups and phrases constructing fields beyond the personally relevant and uses a narrow range of technical vocabulary	**Outcome 4.2** Uses vocabulary that constructs everyday fields of personal and community interest and is developing control of a small range of technical fields

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:
• uses a strictly limited range of vocabulary that is mainly everyday but chooses isolated concrete technical words that are crucial in learning about their school and community	• uses vocabulary that is mainly commonsense and everyday (colour, number, time, clothing, food, transport …) but begins to use some technical vocabulary when constructing topics (maps, animals, weather, science equipment …) more technically • demonstrates understanding of multiple meanings of some very familiar words • begins to use English student dictionaries but still relies on strategies that use the first language or dialect, such as using a first language dictionary to find English equivalent, and there is still limited understanding of appropriateness for some specific contexts	• uses everyday vocabulary confidently with peers and uses with some confidence a narrow range of vocabulary that is constructing an orientation to the community and other personally relevant fields, such as careers • begins to use a limited range of technical vocabulary constructing a small range of educational fields, such as physical geography and civics • demonstrates understanding of multiple meanings of a range of familiar words • uses English student dictionaries with some confidence and in preference to bilingual ones • identifies some of the key vocabulary in a spoken, written and simple visual text to construct a simple summary	• demonstrates a tentative control of vocabulary beyond immediate personal and school experiences but communicates confidently about familiar fields with peers in informal contexts, such as participating in a discussion on a school issue • demonstrates understanding of a small range of technical vocabulary and begins to use a narrow range from a range of educational fields, such as technology or life topics in sciencedemonstrates understanding of more than one meaning of a wide range of familiar words • writes and retells simple Descriptions that construct less familiar fields, such as fantasy characters or creatures, but relies heavily on modelled examples • chooses appropriately to use either direct or reported speech • is able to choose the vocabulary appropriate for different Genres with a similar topic: contrasts the vocabulary for a Recount ('My Budgie') with a Classification ('Budgerigars') • relies on English student dictionaries and begins to use a thesaurus

Phase 5	Phase 6	Phase 7
Outcome 5.2 Uses a range of vocabulary that constructs non-technical fields and is developing greater control of vocabulary that construes abstract and technical meanings	**Outcome 6.2** Uses confidently a wide range of vocabulary that constructs non-technical fields, increasingly those used in diverse specialised situations, and has developed greater control of vocabulary that construes a range of abstract and complex technical meanings	**Outcome 7.2** Uses confidently a range of vocabulary used in diverse specialised fields and uses with skill vocabulary that construes a wide range of abstract and complex technical meanings

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:

• communicates confidently about less familiar fields with peers in informal contexts but still relies on support from more knowledgeable peers
• chooses appropriately from a wider range of vocabulary when required to maintain a consistent level of technicality but still expressed clumsily at times
• begins, especially in spoken texts, to incorporate other perspectives and ideas when putting forward arguments and when attempting to provide reasons for people's opinions, although tends to draw from their own experiences and perspectives
• begins to tell and write Narratives, using a wider range of vocabulary to construct a more elaborate and complex world
• deals with texts such as poems, allegories, legends and lengthy newspaper articles mainly at a literal level
• uses English dictionaries exclusively and uses a thesaurus occasionally
	• communicates confidently about a wider range of technical and non-technical topics in informal contexts and supportive formal contexts
	• chooses appropriately from a wide range of vocabulary to maintain a consistent level of technicality and needs less support for highly technical vocabulary
	• includes more confidently other perspectives and ideas or non-core supportive information when constructing expository texts, such as acknowledging some expert evidence
	• responds to and composes more confidently literary texts that construct a more elaborate and complex world, such as understanding a small range of texts (poems, allegories, films, analogies) that are making meanings beyond a literal level
	• uses a thesaurus with some confidence and begins to see patterns in vocabulary
		• communicates independently and confidently in informal and formal contexts about a wide range of technical and non-technical fields
		• maintains a consistent level of technicality, using highly technical vocabulary with some confidence
		• refers confidently to texts outside the immediate context, showing a broader knowledge of the culture, eg:
		  - refers to another work by a poet, novelist, environmentalist, or artist
		  - compares texts set in different times and places, accounting for similarities and differences
		• uses confidently a range of vocabulary used in the discourse of specific groups in non-educational contexts: dance music, rap, skateboarding, video games, and surfing
		• responds to and composes confidently a range of literary texts constructing an elaborate and complex world:
		  - analyses films and videos that contain challenging issues
		  - understands a wider range of texts making meanings beyond a literal level.
		• uses a thesaurus confidently and approaches patterns in vocabulary in a similar way

Language

Phase 1	Phase 2	Phase 3	Phase 4
Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:
• uses the most basic grammatical items: - articles: a, the - prepositions: on, in, out, inside - personal pronouns: I, you, he, she, we, my, his, her • expresses their understanding of the school and community, using a small range of vocabulary supported either by visuals or by the object or action being a visible part of the context: - uses short nominal groups with basic Numeratives, Describers and Classifiers: twelve things, my lunch box, the school bus, a small car, her home, my desk, two plastic chairs … - discriminates between some similar objects: table and desk, cup and glass - uses Processes expressing common external actions (sit, stand, run, kick, sing) and personal actions (cry, laugh) - uses very basic Circumstances of location: on the table, in the box, inside, outside	• uses vocabulary that constructs very short nominal groups: - Numeratives: eight, four or five, ten per cent - Describers: pretty, good-looking; big, very big, huge animal - Classifiers: gas, electric, or oil heater; native or non-native • uses basic Circumstances of place and time (on the box, under the box, in the box, out of the box, at 9 o'clock) and understands a slightly wider range (beside the table, next to the door) • demonstrates understanding of technical and non-technical vocabulary constructing a very narrow range of educational fields such as topics in science, geography or technology: "Dissolve the crystals", "Focus the microscope", "Draw the cross-section", "Move the mouse" • identifies examples of a narrow range of very familiar words where the meaning varies and explains the difference in very basic ways: - Compares the meaning of 'see' in: "Have you seen the nurse?" with "Can you see the flag?" • demonstrates some understanding of the meanings made in basic visual materials: - recognises and uses colours or symbols to represent features on a map - chooses short, basic sentences when explaining visual codes, eg: "A blue line is a dry river" instead of "A blue dotted line shows that a river is dry for most of the year". • begins to form multiple-clause sentences with the simplest linking conjunctions: and, but	• uses a range of vocabulary to expand short nominal groups: - Numeratives: a quarter of the class - Describers: a big, beautiful coat - Classifiers: gas heater, water heater - some short phrases as Qualifiers: "The man *in the shop* was …" • uses basic Circumstances of place, time and manner: up to the fence, slowly • uses a range of comparatives of regular two-syllable adjectives ending in "y" (funnier, funniest; luckier, luckiest) and chooses isolated three-syllable (more beautiful) and irregular examples (good, better, best) • uses, in literary texts, a small range of vocabulary expressing: - actions: rode, climbed - feelings and attitudes: I think, cute - the manner (with a stone) and location of events (behind the door) • uses a narrow range of basic technical vocabulary: "Measure how long it is", "Record it on the chart" • understands a range of common nominalisations but uses a limited range: - understands: movement, your turn, a good chance, the results - uses: height, happiness, education • identifies multiple meanings of a very small range of vocabulary, such as Western in Western Europe, a Western movie • begins to use simple direct speech and the simplest reported speech and thought • forms multiple-clause sentences using: - a range of linking conjunctions: then, but, or, so, and - the most common binding conjunctions: because, when, before, after - mental and saying Processes: "*I think* it's nice"; "*She said* she's sick"	• uses with some confidence nominal groups that now consist of combining Numeratives, Describers, Classifiers and Qualifiers: *The new security man; The children in the water; "The new security man in the shop* wanted to …" • uses a wide range of comparatives of regular two-syllable adjectives ending in 'y' (nastier, nastiest) and a small range of three-syllable examples (more comfortable) and irregular examples (bad, worse, worst) • uses, in literary texts, a slightly larger range of language resources expressing: - Processes: (action) limped, stomped; (mental) know, believe, don't like; (saying) said - Participants: a large fur coat; a long, dusty track - Circumstances of time (at exactly five) and manner ("She *carefully* placed …", "It fell *with a bang*") • uses a small range of technical vocabulary: add up, subtract, calculate, consume, diet • understands a range of common nominalisations but uses a narrow range of common examples: - understands: our government, election, your vote; possibility, allowance - uses: representative, permission, ability • identifies multiple meanings of a small range of vocabulary, such as Western in Western Europe, a Western movie, Western civilisation • uses simple direct (She said, "I want to go") and reported speech (He said he wants to go home) • understands the notion of acronyms, acronym-like words and truncated forms, and uses a small range, such as ABC, ESPN, UN, RAM, Insta • forms multiple-clause sentences using: - the range of linking conjunctions: and, but, or, so, and then - common binding conjunctions: because, if, since, as, when, after - a small range of relative pronouns: "We come from Zagreb, *which* is the capital of Croatia" - mental and saying Processes: "*I don't believe* it's right"; "*It says* it's closed"

Language

Phase 5	Phase 6	Phase 7
Examples are that the student:	Examples are that the student:	Examples are that the student:

• begins to make more nuanced vocabulary choices:
  - Processes: (action) strolled, limped; surround; complete; (mental) thought, reckoned; hate, dislike; (saying) said, tell; (relational) means
  - Participants: magician, conjurer; a beautiful white dove
  - Circumstances of manner and means: with a big hammer, with a fine brush; "… fell *like a rag doll*"
• uses nominal groups by using:
  - multiple Describers and Classifiers: a very comfortable furnished flat; a sharp 2B pencil
  - more complex Qualifiers: "A nice furnished flat *near the centre of the city* costs way too much"; "It is the biggest, most colourful shopping centre *located in the city*"
• begins to choose from a wider range of vocabulary when recounting, summarising or paraphrasing:
  - more often chooses common words ('said no' in "The Council said no to our idea") rather than a less common synonym ('didn't approve' in "The Council didn't approve our idea")
• understands a wide range of abstract and technical nominalisations and uses a small range:
  - understands: inability, expansion
  - uses: chance, absence, evaporation
• uses direct speech and simple reported speech with a good degree of accuracy: uses "She asked, 'Would you like to buy some?'" and "She asked if we wanted to buy some"
• uses the technical and everyday meanings of a small range of common words: "Get off the table; "Complete the table on page 4"
• forms multiple-clause sentences by:
  - using a wider range of binding conjunctions: if, since, because if, whenever
  - using relative pronouns in interrupting clauses: "Zagreb, which is the capital of Croatia, has a population over half a million"
  - beginning to use non-finite clauses, especially in Narratives: "*Realising his mistake*, he went …"
	• makes nuanced vocabulary choices with greater confidence:
	  - Processes: (action) gazed, peered, scanned, scoured; (mental) considered, realised, believed; (saying) stated, replied; (relational) results in, "This *tells* us"
	  - Participants: spectacles, thick-rimmed glasses; (clauses as Participants) "To be a good player means a lot of work"
	  - Circumstances: with care, carefully, carelessly
	• expands nominal groups by using:
	  - Describer and Classifier complexes: an *exciting and colourful fruit and vegetable* market; "One of the *most important and exciting medical* discoveries in recent times is …"
	  - embedded clauses as Qualifiers: "The number of right-hand turns *that were needed* was two"
	  - experimental variations in the order of nominal groups in Narratives: "His face, handsome and athletic, showed …" rather than "His handsome and athletic face showed …"
	• chooses from a wider range of vocabulary when recounting, summarising or paraphrasing ("The Principal didn't approve the idea") but is still less confident with a less common new word ("The Principal rejected the idea")
	• constructs technical and abstract fields using a range of common terms: breaks down, digests, metabolises, metabolic rate; proteins, enzymes; frequency, similarity; discoveries
	• is developing an understanding of patterns in technical words derived from Greek and Latin
	• uses a range of language resources expressing cause:
	  - "The heavy rain *led to* some minor flooding", "The heavy rain *caused* some flooding"
	  - *because of* the sugar; *due to* high sugar levels
	  - *The results* of the experiment were recorded"
	• uses with some confidence the various meanings of a range of words: "Release the catch", "The prisoner was released", "Oxygen was released"; "I found it after a while", "The company was founded in 1836"
	• forms multiple-clause sentences using:
	  - the range of binding conjunctions: whenever, even if, though, even though
	  - relative clauses confidently and accurately, including interrupting clauses: "The Suez Canal, which was finished in 1869, was designed by Ferdinand de Lesseps"
	  - non-finite clauses more confidently in a range of Genres: "*In order to remain there*, she had to…"
		• uses confidently a wide range of vocabulary:
		  - Processes: (action) peered, scanned, squinted, peeked; (mental) contemplated, detests; (saying) proposed, exclaimed; (relational) represents, stands for, "This *shows* that…"
		  - Participants: bifocals, specs, spectacles; (clauses as Participants) "*Wearing glasses when playing sport* is…"
		  - Circumstances: tentatively, cautiously, with the utmost care
		• constructs technical and abstract fields using a range of Processes and Participants: risks; accumulates, accumulation; potential; beliefs; assumes, assumptions; opportunities
		• demonstrates an understanding of patterns in a wide range of technical words derived from Latin and Greek
		• uses a range of language resources expressing both cause and modality: "The heavy rains in summer *tend to result in* substantial flooding", "*The potential effect of this* is to …", "*Owing to the greater risk of flooding*, actions …"
		• uses a narrow range of common metaphors but understands a wider range:
		  - uses: "I don't want to catch a cold"
		  - understands: "Get it off your chest"; "She raised her eyes"
		• critically responds to a wide range of cultural references:
		  - understands "Australia's Louvre affair with Paris" to mean "Australia's love affair with Paris"; and "White knights of the battlefield" to mean "The function of white blood cells"
		  - critiques the representation of various groups in scripted drama, novels and short stories from different eras
		• uses confidently the various meanings of a range of words:
		  - liquid state, the state of Utah, "Look at the state you're in!", "It was stated that …"
		  - "I looked him up", "I looked him up and down", "I looked it up in the dictionary", "I looked up at the clouds"
		• forms multiple-clause sentences using:
		  - a range of finite, non-finite, and interrupting clauses: "Without enough memory, the computer can crash, which is frustrating and usually results in a loss of work and money"; "Completed in 1869, the Suez Canal was considered …"; "Having established the cause, the scientists were able to …'; "The team, having seen the other results, knew that they had a slim chance of making the finals"
		  - parentheses and apposition: "Muhammed Ali, former world heavyweight boxing champion, recently …"

TENOR

Phase 1	Phase 2	Phase 3	Phase 4
Outcome 1.3 Participates with limited accuracy, yet appropriately, in a strictly limited range of familiar, highly supportive contexts	**Outcome 2.3** Participates appropriately in a limited range of familiar, highly supportive contexts, using a limited range of basic grammatical structures with some accuracy	**Outcome 3.3** 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	**Outcome 4.3** 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

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:

• follows simple instructions or directions where the context is obvious, such as following directions supported with gestures
• participates appropriately in group activities and classroom routines, often by copying the teacher or other learners
• participates appropriately in basic, routine spoken exchanges, often relying on actions
	• follows instructions or directions with much less dependence on non-verbal elements in the context, and begins to give commands to peers appropriately
	• chooses a narrow range of basic ways of expressing statements, questions, offers and commands (uses predominantly modelled examples) with some accuracy when communicating independently:
	  - begins to experiment with newer expressions in familiar, supportive contexts and is willing to risk making inappropriate choices in those contexts
	• demonstrates critical awareness:
	  - identifies and begins to reflect on the appropriateness of a small range of behaviours, such as gaze, distance, gesture and touch
		• participates appropriately in classroom conventions:
		  - raises hand
		  - stands to present information or views
		  - responds appropriately to views that are different from their own
		• communicates appropriately in writing in a narrow range of contexts with strong support:
		  - invites known people informally using modelled examples or invites a response from the receiver of an email
		• demonstrates a basic understanding of variation according to context:
		  - reflects with increased confidence on the language choices appropriate in communicating with a friend or younger child
		  - maintains with limited success a consistent level of technicality in Descriptions or Comparisons
		  - investigates how people in a photo are presented and whether it is the same experience for everyone
		  - identifies and reflects with increased confidence on the appropriateness of a small range of behaviours such as gaze, distance, gesture and touch
			• begins to take on the role of welcoming, introducing and thanking visiting speakers:
			  - reads aloud models of simple formal language
			  - invites known people in informal contexts
			• demonstrates, with increased confidence, a critical awareness of variation according to context:
			  - reflects on the appropriateness of adjustments made when communicating on a serious matter with a known adult
			• understands a range of language elements that express modality and uses appropriately a narrow range in informal and formal situations
			• demonstrates understanding of non-literal meanings by beginning to use a strictly limited range of colloquialisms or idioms with some confidence

TENOR

Phase 5	Phase 6	Phase 7
Outcome 5.3 Constructs texts confidently in most familiar contexts, is developing control in a range of more formal contexts and begins to reflect critically on the texts and contexts	**Outcome 6.3** Constructs texts confidently in familiar contexts, shows increased control in a range of more formal contexts, and reflects critically and confidently on the texts and contexts	**Outcome 7.3** Constructs texts confidently in a wider range of formal contexts, reflecting critically and with a good level of technicality on the features of the texts and contexts

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:

• demonstrates some critical understanding of the tenor of various contexts, informal and formal:
  - interacts confidently in casual conversation
  - chooses language beyond narrow formulaic models for more formal contexts: visiting speakers, meetings, assemblies a letter to council
  - uses appropriately a wide range of language elements when expressing opinions and begins to speak or write from the viewpoint of another person
  - maintains the appropriate tenor in longer written texts but begins to understand how to make appropriate changes if the context requires
• reflects in more explicit ways on the choice of non-verbal resources (eye contact, distance, uses of gesture, touch) appropriate to the cultural and situational context, especially contrasting informal and formal contexts
• demonstrates understanding of non-literal meanings by beginning to use a small range of common colloquialisms and idioms
• discusses in simple ways and for a small range of texts how visual images and language construct stereotypes, bias and prejudice:
  - analyses these elements in commercials or junk mail
  - identifies the target audience for magazines through discussing the layout, format, photographs and cultural groups included
	• demonstrates with more confidence a critical understanding of the tenor of various contexts, informal and formal:
	  - speaks confidently when introducing students at the beginning of a debate
	  - maintains language appropriate to a range of more formal contexts: formal letters, phone calls, meetings and assemblies
	  - expresses their own viewpoint and speaks or writes with limited confidence from the viewpoint of another person, such as expressing the varying certainties of other people at a student council
	  - is aware of someone teasing nicely rather than nastily, and is aware of someone being sarcastic, taking into account tone and volume
	• demonstrates understanding of non-literal meanings by confidently using a range of common colloquialisms, idioms and isolated examples of euphemisms
	• discusses critically, with increasing confidence and for a range of multimodal texts how they construct stereotypes, bias and prejudice:
	  - considers the intended impact of a news report on school vandalism on the audience
	  - discusses which accents are included in various films, TV shows or advertisements
	  - compares how early and current history texts talk about indigenous groups
	  - discusses who is writing and who is publishing the news the students are accessing
		• reflects critically and confidently on interpersonal resources in various situations, informal and formal:
		  - participates appropriately and confidently in casual conversation in formal contexts
		  - maintains consistent tenor in most formal contexts, using appropriately, confidently and accurately a wide range of subjective resources and a range of objective language elements that express modality
		  - expresses their own viewpoint and speaks or writes from the viewpoint of other people, expressing appropriately their varying and complex uncertainties and values, such as critiquing social policies from another's perspective
		  - analyses for a wide range of multimodal texts how they construct gender, race and class stereotypes, bias and prejudice and offers appropriate alternatives
		  - discusses how relations of status and power in our society are constructed
		• demonstrates understanding of non-literal meanings by confidently using a wide range of colloquialisms and idioms, and begins to identify the cultural sources of isolated examples
		• uses humour confidently and appropriately in informal contexts with familiar people but is less confident with unfamiliar people

Language

Phase 1	Phase 2	Phase 3	Phase 4
Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:

• responds appropriately non-verbally when meaning is clear from the immediate context:
  - smiles when greeted
  - shakes or nods head to indicate agreement or non-agreement
• responds appropriately to tone of voice ("Well done!", "Don't!") and when key words are stressed in context ("Please bring me the book")
• responds appropriately to more complex expressions if clear gestures are given:
  - "Make two lines" accompanied by relevant gestures
• responds to and gains attention of teacher or peers in generally socially appropriate ways:
  - uses non-verbal ways such as touching and nodding
  - uses people's names
• responds appropriately to common classroom expressions, such as "Look here" and "It's lunch time"
  - has a basic understanding of the grammar of statements, questions, offers and commands and expresses them in basic ways, often using the key word only and relying on stress and gesture, such as using "Sister?" for "Have you got a sister?" or "Is that your sister?"
• chooses the most common formulaic expressions at major stages of an exchange, such as "Good morning", "Thank you", and some informal examples such as "Bye" and "See ya"
• pronounces most familiar and frequently used words and phrases comprehensibly
	• demonstrates a good understanding of typical intonation patterns of basic statements, questions and offers:
	  - understands falling pitch for statements and rising pitch for questions
	  - responds promptly and appropriately without visual cues
	• responds appropriately to commands with relatively uncommon vocabulary if the meaning is clear through gestures (outstretched arms and key words being stressed: "Could you bring me that carton, please", "Listen here, please") and can express commands using common vocabulary ("Push it!")
	• understands a small range of yes/no questions ("Can you see that?", "Do you want to come with us?") and uses a narrow range ("Have you my ball?", "Are you in my team?")
	• chooses a small range of socially appropriate formulaic expressions at major stages of routine exchanges ("Excuse me") and begins to use colloquial forms ("Excellent", "Cool")
	• pronounces most frequently used words and phrases comprehensibly and is increasingly taking the risk to use less familiar words
	• demonstrates a developing control of full sentence structure:
	  - places phrases in unusual places: "My dad to Hong Kong going"
	  - begins to use, when modelled, full sentences with appropriate stress and intonation but relies on gesture and other visuals as support
	• uses a narrow range of evaluative language, such as "She's nice" when talking to a peer
		• uses appropriate intonation patterns when speaking and reading aloud basic texts, drawing on knowledge of punctuation:
		  - identifies different ways of saying a word
		  - produces words with the same initial or final sounds
		• comprehends and composes a variety of statements, questions, offers and commands:
		  - understands a wide range of commands if accompanied with clear gestures and key words being stressed ("Make sure you take your tickets") and makes full commands appropriately ("Don't push me!" or "Can I have a bun, please?")
		• seeks information using a range of yes/no questions ("Have you got my book?") and uses a small range of wh-questions with varying degrees of grammatical accuracy ("Where you buy it?", "Who you went on boat with?")
		• recognises that language varies according to context and chooses appropriately in a narrow range of contexts:
		  - says "See you later" to a peer and "Goodbye" to a visitor
		  - compares the appropriateness of some colloquial and non-colloquial language: 'cool' with 'good', 'footy' with 'football', 'car' with 'vehicle'
		• plays with language in a narrow range of ways for humorous effect, such as saying "Goodbye" and immediately changing it to "No, badbye"
		• Understands a small range of language elements expressing modality and uses appropriately the most elementary: might, must, maybe, I think, I know
		• uses a small range of evaluative language to express feelings and attitudes, such as "I think it's beautiful" when giving feedback
			• experiments with how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud
			  - begins to understand a variation such as: "I'm sure you are"
			  - plays with language in a small range of ways for humorous effect
			• seeks information using a wide range of full yes/no questions ("Didn't you go on the boat?") and uses a range of wh-questions ("Who did you go with?")
			• chooses with some confidence language appropriate for the tenor of the context:
			  - chooses 'fix cars' or 'repair motor vehicles' appropriately; chooses appropriately from abdomen, stomach, tummy, belly, guts
			  - chooses to command teachers or other known adults with: "Could you come over here, please" rather than simply "Come over here"
			  - chooses a strictly limited range of colloquial and idiomatic language
			• uses simple forms of language expressing modality: should, could, might, just, only, maybe, perhaps, luckily, I reckon, I think, I'm sure
			• uses a range of evaluative vocabulary to express feelings and attitudes, such as "Your writing was excellent" or "I thought it was the best one" when giving feedback

Language

Phase 5	Phase 6	Phase 7
Examples are that the student:	Examples are that the student:	Examples are that the student:

• pronounces most known words clearly and stresses the appropriate syllable in words that have been heard and can predict quite accurately how unfamiliar words are pronounced:
  - identifies the stems of words, prefixes and suffixes
  - identifies different patterns of inflection of words: ❘synthesis but syn❘thetic
  - checks a dictionary for pronunciation: ❘history but hist❘orical
• begins to reflect critically on interpersonal choices made in various situations:
  - identifies and uses variation in intonation, tone, volume, pacing, emphasis and body language to some degree of accuracy and appropriateness:
  - compares the above resources as used in presentations by different sports
  - understands more clearly a variation such as: "You've just got to do it"
  - is aware of someone being assertive rather than aggressive, taking into account body language, tone and volume
• chooses with some confidence language appropriate for the tenor of the context:
  - chooses appropriately from: man, gentleman, guy, dude
  - chooses a small range of colloquialisms and idioms ("Give me a hand", "It's stinking hot") but understands a wider range ("You're an angel")
• uses a range of simple forms of language expressing modality with a greater degree of accuracy:
  - chooses appropriately in oral presentations and writing: "Luckily, there is an answer", "Perhaps the government will change its mind"
  - is aware that expressions such as "You could try it again" vary in degree of obligation depending on who says it to whom
  - negotiates successfully with teachers or other known adults ("I'd really like to do that") but relies on a narrow range when speaking with or writing to unknown adults
• begins to understand how to make meanings subjectively or objectively:
  - subjectively by identifying who is holding the opinion ("I think the problem is …") and objectively by hiding the opinion holder ("The problem might be that …")
	• predicts with good accuracy the pronunciation of infrequent, often technical, words of several syllables based on knowledge of whether the word is used as a verb, noun or adjective:
	  - me❘tabolism (n), me❘tabolise (vb) and meta❘bolic (adj)
	  - pro❘duce (vb) and ❘produce (n)
	• reflects critically with some confidence on interpersonal choices made in various situations:
	  - identifies and uses variation in intonation, tone, pacing, volume, emphasis and body language accurately and appropriately:
	  - compares the characters' use of these elements in a play, film or television show
	  - presents the 'television news' appropriately
	  - understands clearly that "It'd be good if you finished it" and "Perhaps you could do that outside" vary in degree of obligation, depending on who says it to whom
	• chooses, with increasing confidence, a range of language resources when interacting in varied contexts:
	  - uses "It's a bit noisy, isn't it?" as a command instead of the more direct "Stop making so much noise" and, similarly, "I think we should finish now" instead of "Stop now"
	  - chooses 'holidays' rather than 'vacation'; 'The Governor's residence' rather than 'house'
	  - chooses a range of colloquialisms and idioms: "Get outta here", "Don't let it get you down"
	  - chooses isolated examples of euphemisms in informal contexts or Narratives: "She passed away last weekend"
	• uses a small range of complex ways to express modality accurately and appropriately in most contexts:
	  - combines modal elements: "Perhaps we might be able to change her mind"
	  - chooses words that express some interpersonal comment: unfortunately, seldom
	  - uses appropriately a small range of subjective and objective expressions: "I believe the problem is …", "I am certain that the issues are not …", "It's possible that …"
		• reflects critically and with a good level of technicality on interpersonal choices made in various situations:
		  - discusses how intonation, tone, pacing, volume, emphasis and body language can be played with in a reading of a text so as to engage the audience
		  - uses patterns of evaluative language effectively in persuasive texts to position readers in relation to values: "The importance of this event in the novel …", "This outstanding portrayal of courage under fire …"
		  - understands clearly that "I suppose that's your best effort" suggests something like disappointment or disgust in the effort
		• uses an extensive range of complex ways to express modality accurately and appropriately in most contexts:
		  - combines language elements that express modality: "The use of thick brushstrokes suggests …", "I was wondering if it was possible to hand in the assignment next Friday", "Unfortunately, we will never get to see the changes"
		  - uses a wide range of subjective elements ("Our team is of the opinion that the issues are …") but a smaller range of objective elements ("The risk of contamination is …", "The possibility is quite high")
		• chooses confidently vocabulary most appropriate for the context:
		  - chooses, in more formal contexts, "… and she will be attending Amherst University" rather than "… and she'll be going to Amherst University"; "What are you hoping to achieve?" rather than "What are you hoping to get out of it?"
		  - chooses and understands a range of colloquialisms, idioms and euphemisms ("We'll cross that bridge when we come to it", "The winner takes it all", "You haven't got a hope", "Pull yourself together", "He's no longer with us")
		  - understands a small range of foreign words that retain their original pronunciation (faux pas, macho), and uses and pronounces correctly common examples (autobahn, coup, buffet)

MODE

Phase 1	Phase 2	Phase 3	Phase 4
Outcome 1.4 Composes a strictly limited range of spoken texts located in the immediate context and begins to jointly write chunks of text	**Outcome 2.4** Composes a limited range of spoken texts located in the immediate context, reads a limited range of texts typically supported by visuals, and begins to write a strictly limited range of brief texts	**Outcome 3.4** Identifies and compares in elementary ways some features of spoken, written, and visual texts, and composes brief written and visual texts of a narrow range of Genres that generally unfold coherently through their simplicity	**Outcome 4.4** Identifies and compares in elementary ways the major features of spoken, written and visual texts, and composes short spoken and written texts of a small range of Genres that unfold coherently most of the time

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:
• relies on gestures or images rather than language in immediate contexts if the meanings are complex and/or when reconstructing a context that is not immediate • understands the general purpose of environmental print such as road, shop, and school signs giving information and commands • begins to identify patterns of sounds and letters in very basic spoken and written language • begins to write by copying simple sentences	• participates confidently and appropriately in face-to-face interactions, usually accompanying action • understands the purpose(s) of a range of environmental print such as: commands to do or not do something on packaging; and information on opening and closing times • reads with some success a small range of texts on basic technical topics (eg in science or health) accompanied by a wide range of visual texts • composes brief non-technical texts in a logical order, with support and for a very limited range of Genres, such as writing a basic Description of a house for advertising, and writing a personal Recount of an excursion • begins to compose, with support, a small range of basic texts on technical fields, such as: - basic sequential Explanations (eg a life-cycle of a frog) - a labelled diagram of a microscope - a map of the school and the local community	• communicates simply, appropriately and accurately, some of the time, using various media, such as: - speaking casually over the telephone - emailing a student in a different setting - using maps of the local community • identifies the patterns in Theme in elementary Genres and demonstrates a nascent understanding of which grammatical elements can serve as Theme in a given Genre, such as: - simple Procedures having actions foregrounded and verbs expressing them - Recounts having time and place foregrounded and that phrases are usually used to express them • reads and discusses in elementary ways a range of multisemiotic texts, such as: - how information in a flow chart and in a written sequential Explanation are related - the meaning of symbols such as those used for how to care for clothes - basic cross-section of an object - the uses of colour in maps • composes, with support, simple sentences that begin with phrases of time or place in Recounts or the most basic Narratives	• discusses and understands the patterns of Theme in a Genre and uses this understanding appropriately most of the time • communicates simply, appropriately, and accurately, in general, when the situation involves another medium, such as giving written instructions over digital devices, or in spoken language in a very brief video clip • identifies and discusses with slightly more confidence the meanings made in a range of multisemiotic texts, such as discussing the meanings made in a pie graph or bar chart • demonstrates a tentative critical understanding of a range of multisemiotic texts by comparing the relationship between a visual text and the accompanying verbal text in examples, such as Procedures, cross-sections, and sequential Explanations

Phase 5	Phase 6	Phase 7
Outcome 5.4 Discusses confidently and critically the features of a range of texts, and composes a wide range of short coherent texts	**Outcome 6.4** Discusses critically and technically the major features of a wide range of longer coherent and cohesive texts, and composes similar texts	**Outcome 7.4** Analyses critically and technically a wide range of long, complex and coherent texts, and composes similar texts

Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
• begins to have control of Theme in different Genres: - begins to understand the typical patterns of Theme and organises the texts accordingly - begins to use appropriately a small range of alternative language elements as Theme in a narrow range of Genres • composes oral and written examples of a range of elementary Genres having a number of stages: - presents as a flowchart the incidents leading up to a significant historical event, and begins to incorporate causal meanings - composes short texts drawing from more than one source and using a range of simple cohesive resources - composes simple oral and written Arguments based heavily on modelled and collaboratively constructed texts - writes and retells examples of Narratives that have more than one complication to resolve • composes longer and more complex multisemiotic texts but still requires some scaffolding: - writes and draws sequential Explanations that begin to incorporate causal meanings - negotiates via the phone, email and social media - uses sketches, graphs, tables, diagrams or other visual texts when speaking or writing or following instructions - jointly constructs a radio broadcast • discusses with some confidence, even critically, the meanings made in a range of multisemiotic texts: - identifies items on a map after listening to a travel talk or watching a travel program - discusses the depiction of stereotypes or diversity in commercials through clothes, accents, roles	• has a greater control over what can function as Theme: - confidently discusses the typical patterns of Theme that Genres have - identifies and reflects on a range of more complex elements as Theme, and chooses confidently and appropriately, eg discusses the choices made in an extract from a story, and compares the choices of Theme in a highly subjective versus less subjective Argument • composes longer, coherent and cohesive texts: - writes factorial Explanations on why floods occur, or why landslides occur in built-up areas, or what factors led to the outbreak of a conflict - composes oral and written Arguments in which the arguments are supported with more than basic evidence - writes a short Discussion on a complex topic • •composes longer and more complex multisemiotic texts, now with much less support: - a vlog providing a guide for students new to the school - an email to a newspaper functioning as an Argument - a text for a webpage or social media post presenting an issue of concern to the students • discusses critically and technically with increasing confidence the meanings made in a range of multisemiotic texts: - compares how gender is construed in two texts but one being a TV text and the other a print text - discusses who gets included or excluded in a documentary and the options available	• explains the concept of Theme and has good control over that resource in a range of more complex Genres • composes coherent and cohesive texts, synthesising information, acknowledging several sources, and substantiating arguments made: - writes macrogeneric texts, such as a consequential Explanation on the possible outcomes of deforestation that has sequential Explanations within each consequence - writes a Site Interpretation on what the buildings, frescoes and artefacts of an historical site say - writes a Character Analysis of the protagonist from a novel or play • composes a wide range of longer, more complex multisemiotic texts with some confidence: - writes and presents a news item on facilities for skateboarding - designs a vlog on the role of nutrition in maintaining fitness or on another topic of concern for the health of adolescents - compares the writing of radio news versus news on a website versus social media site • discusses critically and technically with confidence the meanings made in a wide range of complex multisemiotic texts: - explains to peers the choices (size, colour, amount) of print versus images made in designing a website or for a post on social media - discusses the light, sound, colour, framing, and perspective in films or other visual media

Language

Phase 1	Phase 2	Phase 3	Phase 4
Examples are that the student:	Examples are that the student:	Examples are that the student:	Examples are that the student:

• uses visual images and gestures rather than language to convey more complex meanings:
  - uses pictures, basic maps or diagrams to show how they come to school
  - sequences a known text (a personal Recount, Narrative or Procedure) using pictures or other visual resources
• understands the most common examples of environmental print (Stop, Canteen, Open, Closed; the days in the class timetable) and can say aloud a few
• begins to identify sound patterns in familiar written words, such as:
  - the beginning and end sounds
  - words with the same initial sound
  - words with the same rhyming sound
• uses one or two examples of pronoun reference:
  - chooses "He is Ali" with some confidence
  - chooses others very tentatively ("Ali book" rather than "his book")
• when copying simple texts, follows some of the conventions appropriate to printed English, such as writing left to right and top to bottom
	• reads along with a simple text being read aloud
	• demonstrates some control of the primary tenses (present, past, future) and their formation for the most common regular verbs but strictly limited control of secondary tenses:
	  - chooses accurately "We played soccer" but may choose "We was line up …" rather than "We were lining up …"
	• begins to identify beginning, middle and end sounds in words:
	  - produces rhyming words from familiar texts
	  - can write examples of words with the same initial or final sounds
	• writes so that the texts are clearly legible: uniform spaces between letters and words, accurate letter formation, and uniform size
	• chooses repetitive beginnings of sentences in their own writing, such as personal pronouns in Recounts
	• uses a small range of reference items accurately most of the time:
	  - possessive pronouns: my, your, his
	  - third person pronouns: it, he, her
	  - demonstrative pronouns: here, there
	• spells accurately most common monosyllabic words learned in the classroom and spells others based on own pronunciation or other patterns:
	  - chooses sady for Saturday and oba dere for over there
	• demonstrates understanding of basic punctuation, such as full stops and question marks
		• reads aloud own writing and begins to read independently others' texts with some confidence, including basic dialogue
		• demonstrates control of choice and formation of tense for a small range of verbs:
		  - shows control of the primary tenses and the past tense form of most common irregular verbs: did, went, saw
		  - is beginning to gain control of secondary tenses: "I am hoping"; "I was sleeping too long"; "I have give him the ball"
		• identifies a small range and uses a limited range of significant language features that function as Theme and organise a text:
		  - uses a small range of 'formulaic' initiating and closing moves when participating in short spoken exchanges
		  - tends to use personal pronouns in Lab Reports: "We put the leaf in the sun" rather than "The leaf was put in the sun"
		  - uses sub-headings in Descriptions and Classifications
		  - chooses short, basic Circumstances of time and place in Recounts or Narratives, such as: "Later, …"; "Yesterday, we went …"
		  - uses most basic rhetorical conjunctions: First, Then
		• uses a narrow range of cohesive resources accurately in short spoken and written texts:
		  - "My mum's got a new computer. It's a …"
		  - "We mixed some flour and water. Then we added some salt to the mixture"
		• spells with greater accuracy most words learned]and spells others based less on own pronunciation and more on visual patterns
		• begins to use appropriately basic punctuation, such as: capital letters, full stops, and question marks
			• demonstrates control of choice and formation of tense for a range of verbs:
			  - primary tenses (present, past, future) and past tense of common irregular verbs: did, went, saw
			  - better control of secondary tenses: "I've wanted to go there"; "They been saying stupid things"
			• chooses mainly simple, repetitive patterns as Theme with limited use of alternative elements:
			  - in Procedures, primarily chooses actions: "Draw the eyes with a fine brush …" but begins to choose Circumstances of means: "Carefully place the dot in the middle of the circle"
			  - begins to choose non-human elements as Theme: "The leaf was put in the sun" rather than "We put the leaf in the sun"
			  - uses slightly extended Circumstances of time and place in Recounts: "In the nineteenth century, …" Later in the classroom, …"
			• organises longer texts:
			  - orders paragraphs on the basis of a change of topic and uses sub-headings and/or topic sentences (hyperThemes)
			  - arranges the layout of dialogue appropriately
			  - uses a small range of rhetorical conjunctions: Second, Next, After that
			• uses a range of simple cohesive resources characteristic of shorter texts:
			  - understands and uses a range of reference items accurately most of the time in spoken and written texts texts: "My dog's got a new kennel. She loves it", "The flour and water make a mixture. This mixture makes a dough …", "This offer is available …"
			• spells accurately most words and uses a range of spelling strategies eg: visual patterns, word lists, and dictionaries
			• demonstrates limited control, with support, of punctuation marks eg: commas, apostrophes for contractions and possession, and speech marks

Language

Phase 5	Phase 6	Phase 7
Examples are that the student:	Examples are that the student:	Examples are that the student:

• chooses Theme appropriately most of the time in longer texts so that they are coherent:
  - simple Circumstances of manner, place or time as Theme in Recounts and Procedures
  - short dependent clauses in Narratives: "When the children saw the ghost, they …"
  - chooses non-human elements confidently: "The map was drawn …" rather than "We drew the map …"; "The habitat of snakes is …" rather than "The snakes live …"
  - begins to foreground causal elements in Explanations and Discussions: "Because of higher temperatures, …"
• understands when active or passive voice is needed: "The houses were demolished by the council" compared with "The council demolished the houses"
• organises, with some confidence, a series of paragraphs:
  - constructs appropriately a macroTheme and hyperThemes and begins to construct a basic macroNew (a concluding paragraph)
  - chooses Theme appropriately in Explanations and Arguments so that the text is coherent
• uses a small range of language features that set up the structure of a text, avoiding repetitiveness:
  - rhetorical conjunctions: Secondly, In addition, Finally
  - begins to use grammatical elements alternative to rhetorical conjunctions: instead of 'Secondly', chooses 'Another argument'
  - begins to use rhetorical questions: "What about the students?"
• uses a range of simple cohesive resources in longer texts:
  - uses common cohesive conjunctions: Therefore, However, As a result
  - uses text reference: "*These* patterns are seen in other …"
  - uses small sets of synonyms and antonyms
  - uses taxonomies based on composition (digestive system / mouth, oesophagus, stomach, liver, …) and classification (mammals / whales / baleen whales, toothed whales / humpback whale, …)
• uses appropriately, some of the time, basic punctuation:
  - commas after foregrounded Circumstances, and for lists
  - apostrophes for basic contractions and possession
	• chooses Theme appropriately in longer, coherent texts:
	  - Circumstances of place or time: On the edge of the road, they could see …", "Later that evening, they …", "In Berlin in 1990, events …"
	  - Circumstances of manner: "With a damp cloth, wipe …"
	  - dependent clauses or Circumstances of cause or purpose: "Because of the increased amount of CO_2, scientists …"
	  - abstraction is foregrounded with some confidence: "The destruction of the panda's habitat is due to …" rather than "People are destroying where the panda lives …"
	• understands when active or passive voice is needed: "The heavy rainfall led to some minor flooding" compared with "Minor flooding was caused by the heavy rainfall"
	• uses a wide range of language features and visual devices to set up the structure of the text, not only avoiding repetitiveness but beginning to organise the text optimally:
	  - a range of Circumstances and dependent clauses as Theme
	  - a wider range of alternatives to rhetorical conjunctions: 'One of the main arguments' instead of 'Firstly'
	  - composes more complex macroThemes, and hyperThemes to clearly predict the content of the whole text and the paragraph respectively, such as using basic rhetorical questions in Arguments ("And what is the main factor in global warming?")
	• organises longer, increasingly complex texts, using a range of cohesive resources:
	  - uses confidently and accurately a wide range of cohesive conjunctions: Therefore, Consequently, …
	  - text reference items are used confidently most of the time: 'This process'; 'Many of these issues'
	  - sets of synonyms (shop, store, retail outlet, market and antonyms (private – public)
	  - complex taxonomies based on composition (personal computer / monitor, keyboard, computer / CPU, hard drive …), and classification (financial institutions / banks, credit unions)
	• demonstrates, with support, greater control of punctuation beyond the most basic
		• chooses and analyses Theme confidently:
		  - foregrounds technical or abstract Participants, and a range of Circumstances appropriately and confidently: "The recovery rate of some athletes is …"; "Due to the heavy rainfall, towns …"
		  - manipulates Theme appropriately and strategically, which may require a shift of elements from the front: "Success, on the other hand, is …";
		• chooses correct grammar if Theme changes:
		  - can nominalise and change voice when desired: "The gangs have damaged the area extensively" compared with "Extensive damage has been caused by the gangs"
		• uses a wide range of language features and visual devices to organise texts optimally:
		  - nominal groups or rhetorical questions are used as headings and sub-headings: "Can we see a solution for the homeless?"
		  - alternatives to rhetorical conjunctions are used: "The primary argument for an increase is …"
		  - font, size and indentation are chosen well, as is the placement of images and verbal text in webpages
		  - composes detailed, well-organised macroThemes and hyperThemes that capture the reader's attention
		  - composes long, detailed, well organised macroNews that achieve their purpose at a high level
		• uses a wide range of cohesive resources:
		  - uses the range of cohesive conjunctions: Moreover, Subsequently, Conversely, In fact, …
		  - uses the range of reference items confidently: "Such examples of abuse show the need to …"
		  - uses complex synonyms: baby, embryo, foetus, newborn, offspring, …
		  - uses complex taxonomies based on composition: (wasp / antennae, mandibles, thorax, …) and classification (geological eras (Paleozoic, …) / periods (Jurassic, …) / epochs (Pleistocene, …))
		• can articulate the relationship between intonation and punctuation, where to punctuate, and why:
		  - between Describers ("… long, winding path") but not Classifiers ("… stainless steel shifting spanner")
		  - after Circumstances: "After a few minutes, she …"
		  - begins to use semicolons, colons and dashes