

# Language & Learning Development Continuum (LLDC)

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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.

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)’.

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.

## 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							

Phase 1	Phase 2	Phase 3
<b>Outcome 1.1</b> Interacts in highly routine exchanges and responds to, copies and collaboratively constructs a strictly limited range of written texts and a range of simple visual texts	<b>Outcome 2.1</b> Interacts in predominantly routine exchanges and composes, usually by jointly constructing, a limited range of texts	<b>Outcome 3.1</b> Communicates in a small range of contexts, constructing brief texts and showing some ability to reflect on Genres in a very elementary way

## Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>participates in very basic, highly formulaic spoken exchanges involving two or three turns, depending to a large extent on memorising segments</li> <li>participates in simple oral texts where there are repeated, memorable items, such as a rhyme or chorus in a song</li> <li>understands that certain texts give commands (especially signs around the school and in public places, and instructions on packaging) and can copy the most basic examples</li> <li>demonstrates understanding of the structure of a basic Procedure:                             <ul style="list-style-type: none"> <li>identifies the final product or outcome</li> <li>matches the product with the words</li> <li>matches the wording or numbering of the steps to sequenced pictures</li> </ul> </li> <li>labels drawings of items relevant to the immediate context</li> <li>demonstrates understanding of some of the main ideas in a simple Narrative read aloud with clear tone and intonation, with a great deal of repetition, and clear illustrations:                             <ul style="list-style-type: none"> <li>draws pictures of the story's orientation, a sequence of events in the story, and the ending of the story</li> </ul> </li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>participates in short, predictable spoken exchanges involving three or four turns, where the turns now include some very basic asking and answering and, perhaps, evaluation</li> <li>participates with confidence in oral texts beyond the rhyme or the chorus, and begins to identify some of the prominent rhyming words in the printed lyrics while singing along</li> <li>understands for several basic Genres (Procedures, Descriptions, personal Recounts, Narratives) that:                             <ul style="list-style-type: none"> <li>they have different purposes and that those purposes are similar across cultures</li> <li>texts giving information and/or commands in everyday contexts (eg computer apps or cereal boxes) may be the same Genre as texts in their school books</li> </ul> </li> <li>reads a small range of examples of the elementary Genres and can identify their structure:                             <ul style="list-style-type: none"> <li>identifies the goal, ingredients or apparatus, method or steps as well as the action Processes in Procedures</li> <li>identifies classification, appearance, habitat and diet in a Description about an animal</li> <li>demonstrates understanding of the characters and main ideas in each stage of a short, illustrated Narrative that is read aloud clearly and with a lot of repetition</li> </ul> </li> <li>begins to compose collaboratively very brief examples of the elementary Genres, especially when accompanied with visuals and using model examples:                             <ul style="list-style-type: none"> <li>re-organises in a logical order, with support, the meanings in brief written examples of the elementary Genres</li> <li>draws a numbered sequence of pictures in a Procedure with the relevant action Processes written alongside</li> <li>labels parts of a plant, animal or object</li> <li>writes a short Description (eg of themselves or family)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>participates in casual conversations with familiar people about familiar topics, and in some formal contexts using modelled formulaic examples</li> <li>participates confidently in shared texts such as songs, and sings or says aloud a line or the chorus independently</li> <li>understands that a Genre is a sociocultural activity and identifies typical contexts in which various basic Genres would be found</li> <li>reads independently and demonstrates, with support, a tentative understanding of the common features of a small range of elementary Genres, especially if accompanied with visuals, by identifying:                             <ul style="list-style-type: none"> <li>the flow of information in longer, clearly illustrated sequential Explanations (life cycles and flow-charts)</li> <li>the stages of orientation, sequence of events and evaluation in Recounts</li> <li>the stages of orientation, complication and resolution in Narratives</li> <li>past tense in Recounts, and present tense in Descriptions and sequential Explanations</li> <li>Circumstances of time and place in Recounts, often as Theme: "Yesterday, ..."; "Later that night, ..."</li> <li>action Processes and, at times, Circumstances of time, place and manner as Theme in Procedures: "Cut the fruit into small pieces"; "Slowly pour the milk ..."</li> <li>topic as Theme in Descriptions: "Snakes eat ..."</li> </ul> </li> <li>composes, with model texts and guided construction, very short oral and written texts examples of the elementary Genres, such as Procedures, Recounts, Descriptions, sequential Explanations, Narratives, and Arguments</li> </ul>

Phase 4	Phase 5	Phase 6
<b>Outcome 4.1</b> Communicates in a range of social situations and narrow range of educational Genres, and reflects on these in an elementary way	<b>Outcome 5.1</b> Communicates in a wide range of social situations and narrow range of educational Genres, and reflects on these in an elementary way	<b>Outcome 6.1</b> Communicates in a wide range of social situations and a small range of educational Genres, and reflects on these in an informed way

## Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>participates in a range of short spoken exchanges in formal contexts, using a range of less formulaic initiating and closing moves in the exchange</li> <li>demonstrates, with support, an understanding of the features of a range of elementary Genres by identifying their features:               <ul style="list-style-type: none"> <li>the purposes and structures of a range of elementary Genres, such as Procedures, Descriptions, Recounts, simple Narratives, sequential Explanations, and simple Arguments</li> <li>texts from different cultures as being of the same Genre, eg compares folktales and recipes, from different cultures</li> <li>the specific stages where action Processes are typically used in Narratives and Descriptions and, with support, where mental Processes are used</li> </ul> </li> <li>comprehends and composes texts of the elementary Genres:               <ul style="list-style-type: none"> <li>reads long, quite complex sequential Explanations, such as life cycles and flow-charts, and writes and draws with some confidence simple examples</li> <li>composes texts of the following Genres, comprised of short logically ordered paragraphs:                   <ul style="list-style-type: none"> <li>oral and written Recounts (made up of a series of events)</li> <li>oral and written Arguments (made up of, say, two arguments) based heavily on modelled and collaboratively constructed texts</li> <li>short oral and written Narratives, using a distinguishable storyline with some events clearly related to the resolution of a problem</li> <li>simple, repetitive poems, relying heavily on models</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>participates in a range of spoken exchanges in formal contexts using a range of initiating and closing moves in the exchange</li> <li>demonstrates an increasingly deeper understanding of Genre:               <ul style="list-style-type: none"> <li>begins to reflect, with support, on possible variations of the structure of a Genre</li> <li>contrasts texts of the same genre from different cultures in terms of structure but also in simple linguistic terms</li> </ul> </li> <li>comprehends and composes oral and written examples of a range of elementary Genres having a number of stages or a series of events:               <ul style="list-style-type: none"> <li>writes and draws sequential Explanations, such as life cycles and simple flow-charts, which begin to incorporate causal meanings</li> <li>writes short coherent texts, such as Descriptions, Comparisons Components and Classifications, drawing from more than one source and using a range of simple cohesive resources</li> <li>composes oral and written Arguments that are based less on modelled and collaboratively constructed texts</li> <li>writes and retells examples of Narratives that have more than one complication to resolve</li> <li>simple patterned poems, not overly relying on modelled language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>participates more confidently in a range of spoken exchanges in formal contexts such as interacting with a class guest</li> <li>demonstrates a deeper understanding of how the purposes of a range of genres, their structure and language are linked:               <ul style="list-style-type: none"> <li>begins to identify the evaluation and coda stages as optional stages in Narratives but is starting to understand how evaluation can be spread throughout the story</li> <li>compares the purposes of some folktales, nursery rhymes and Indigenous stories</li> </ul> </li> <li>comprehends and composes longer, increasingly complex examples of the elementary Genres:               <ul style="list-style-type: none"> <li>analyses, combines and acknowledges information from more than one source in the describing and organising Genres, and composes longer oral and written Arguments in which more than one argument is presented, sustained and concluded</li> <li>composes longer examples of the story Genres and begins to incorporate possible variations</li> <li>composes literary forms such as poetry and dialogue, drawing on modelled or collaboratively constructed texts</li> <li>composes simple multimodal texts:                   <ul style="list-style-type: none"> <li>composes longer oral and written recounts, such as biographical or historical Recounts that are accompanied with a timeline graph or chart</li> <li>writes and draws Explanations which are principally sequential but also include causal meanings</li> <li>designs a basic webpage for an environmental group</li> </ul> </li> </ul> </li> </ul>

Phase 1	Phase 2	Phase 3
<p><b>Outcome 1.2</b> Uses a strictly limited range of vocabulary and grammatical items, constructing personally relevant fields</p>	<p><b>Outcome 2.2</b> Uses a narrow range of vocabulary constructing personally relevant fields, and uses isolated examples of technical vocabulary</p>	<p><b>Outcome 3.2</b> 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</p>

## Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>uses vocabulary that is mainly commonsense and everyday but chooses isolated concrete technical words, especially those crucial to successful participation in the school and community</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary that now includes developing their knowledge of the community and other personally relevant topics, such as transport and amenities</li> <li>uses vocabulary that is mainly commonsense and everyday but begins to use some technical vocabulary when constructing personally relevant topics (eg animals, weather) more technically</li> <li>demonstrates understanding of technical vocabulary constructing a very narrow range of educational topics, such as science equipment and basic terms in mathematics and physical geography</li> <li>demonstrates understanding of more than one meaning of some very familiar words</li> <li>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 equivalents, and still has limited understanding of appropriateness for some specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>uses commonsense, everyday vocabulary confidently with peers and uses, with some confidence, a narrow range of vocabulary that is developing their knowledge of the community and other personally relevant fields, such as career interests</li> <li>demonstrates understanding of a narrow range technical vocabulary and begins to use a limited range that constructs a small range of educational fields, such as mathematics, physical geography and civics</li> <li>demonstrates understanding of more than one meaning of a range of familiar words</li> <li>composes a simple summary of spoken, written and/or simple visual texts by identifying key vocabulary</li> <li>uses English student dictionaries confidently and in preference to bilingual ones.</li> </ul>

Phase 4	Phase 5	Phase 6
<p><b>Outcome 4.2</b> 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</p>	<p><b>Outcome 5.2</b> Uses common vocabulary that constructs everyday, non-technical fields and is developing control of technical fields</p>	<p><b>Outcome 6.2</b> Uses a range of vocabulary that constructs everyday, non-technical fields and is developing greater control of technical fields</p>

**Texts and Contexts**

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>communicates confidently about familiar fields with peers in informal contexts but is still unsure of some field-specific vocabulary:               <ul style="list-style-type: none"> <li>chooses appropriately, from a narrow range of vocabulary, when required to make more nuanced meanings, such as when participating in discussing a playground issue</li> </ul> </li> <li>writes and retells simple Descriptions that construct less familiar fields, such as fantasy characters or creatures, but relies heavily on modelled examples</li> <li>chooses appropriately to use either direct speech or reported speech:               <ul style="list-style-type: none"> <li>when presenting an oral Recount about decisions made, uses reported speech</li> </ul> </li> <li>begins to use an English thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>communicates confidently with peers, choosing appropriately from a small range of field-specific vocabulary, such as when discussing aspects of summer holidays</li> <li>writes and retells simple descriptive texts, with less reliance on modelled examples, that construct less familiar topics:               <ul style="list-style-type: none"> <li>Descriptions of fantasy characters or creatures</li> <li>Comparisons of characters in a TV show</li> <li>Components of an animal or plant with a labelled diagram</li> </ul> </li> <li>demonstrates an understanding of other perspectives and ideas when arguing, although still draws mainly from their own experiences and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>communicates confidently about less familiar fields with peers in informal contexts but still relies on support from more knowledgeable peers</li> <li>chooses appropriately from a wider range of vocabulary when required to maintain a consistent Register but may still lack clarity</li> <li>begins to tell and write Narratives that construct a more elaborate and complex world by using a wider range of vocabulary</li> <li>begins to incorporate other perspectives and ideas when putting forward arguments, especially in spoken texts, such as attempting to provide reasons for people’s opinions about an issue presented on social media or podcast</li> <li>deals with poems, allegories, legends and newspaper articles mainly at a literal level</li> </ul>

## Language

Phase 1	Phase 2	Phase 3
<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• uses the most basic grammatical items:               <ul style="list-style-type: none"> <li>- indefinite article: a</li> <li>- prepositions such as: on, in</li> <li>- personal pronouns: I, you, he, she, we, me, my</li> </ul> </li> <li>• identifies basic personal details when written or said aloud</li> <li>• identifies in spoken texts familiar vocabulary supported by pictures:               <ul style="list-style-type: none"> <li>- identifies: desk, chair, jumper, canteen</li> <li>- discriminates between some similar objects: table and desk, glass and cup</li> </ul> </li> <li>• understands a small range of vocabulary expressing immediate interests or needs crucial in learning about their school and community:               <ul style="list-style-type: none"> <li>- common nominal groups: lunch, lunch order; recess, home time; bus, car, bike; home</li> <li>- common Processes: stand, play, run; smile; laugh</li> <li>- common Attributes: happy, sad</li> <li>- very basic Circumstances of location: on the table, inside, outside, in the box</li> </ul> </li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• begins to expand nominal groups and prepositional phrases, using:               <ul style="list-style-type: none"> <li>- Numeratives: eight, four or five, ten per cent</li> <li>- Describers: pretty, very pretty, good-looking</li> <li>- Classifiers: gas, electric, oil heater</li> <li>- prepositions: on the box, under the box, in the box</li> </ul> </li> <li>• uses a small range of Circumstances of location (under the table, out of the box, at 9 o'clock) but understands a slightly wider range (beside the table, next to the door)</li> <li>• identifies examples of some familiar words where the meaning varies and explains the difference in very basic ways:               <ul style="list-style-type: none"> <li>- compares "Can you see the doctor?" with "Can you see the ship?"</li> </ul> </li> <li>• demonstrates understanding of technical and non-technical vocabulary constructing a very narrow range of educational fields such as science, geography or ICT topics:               <ul style="list-style-type: none"> <li>- understands "Dissolve the jelly crystals", "Focus the microscope", "Trace the coastline", "Move the mouse", "Click", "Drag and drop", "Swipe"</li> </ul> </li> <li>• demonstrates some understanding of the meanings made in basic visual materials:               <ul style="list-style-type: none"> <li>- recognises and uses colours or symbols to represent features on a map</li> <li>- uses short, basic sentences such as "A blue line is dry river" instead of "A blue dotted line shows that a river is dry for most of the year"</li> </ul> </li> <li>• begins to form multiple-clause sentences using the simplest linking conjunctions: and, but</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• expands nominal groups and prepositional phrases in slightly complex ways, using:               <ul style="list-style-type: none"> <li>- Numeratives: a quarter of</li> <li>- multiple Describers: big, beautiful</li> <li>- multiple Classifiers: state government, federal government</li> <li>- occasionally some short prepositional phrases as Qualifiers: "The man in the shop was ..."</li> </ul> </li> <li>• 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).</li> <li>• uses a small range of vocabulary expressing:               <ul style="list-style-type: none"> <li>- action Processes: rode, climbed</li> <li>- feelings, attitudes and attributes: I think, cute, beautiful</li> <li>- Circumstances of manner (slowly) and more complex Circumstances of location (up to the fence)</li> </ul> </li> <li>• uses a narrow range of technical vocabulary: measure, chance, "Record the results on the chart"</li> <li>• understands a range of common nominalisations and uses a limited range of common examples:               <ul style="list-style-type: none"> <li>- understands: movement, your turn, a good chance</li> <li>- uses: "What's your height?", a lot of happiness, education</li> </ul> </li> <li>• begins to use simple direct speech ("She said, 'I am going home'") and simplest reported speech and thought ("She said she was going home", "He thinks that it's nice")</li> <li>• forms multiple-clause sentences using:               <ul style="list-style-type: none"> <li>- a range of linking conjunctions: then, but, or, so, and</li> <li>- the most common binding conjunctions: because, when, before, after</li> </ul> </li> </ul>

## Language

Phase 4	Phase 5	Phase 6
Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>• uses slightly more varied vocabulary:               <ul style="list-style-type: none"> <li>- a small range of mental Processes: know, believe</li> <li>- some slightly expanded nominal groups, especially the Describers and Classifiers: a dusty track; animal tracks; clear animal tracks</li> <li>- Circumstances of manner: “Carefully place ...”, “It fell really fast”</li> </ul> </li> <li>• demonstrates an understanding of how vocabulary and Register are related, such as contrasting the vocabulary for writing a Description about a pet (‘My budgie’) with that for writing a technical Description (‘Budgerigars’)</li> <li>• uses a range of more formal and common technical terms:               <ul style="list-style-type: none"> <li>- uses purchase, consume, diet</li> <li>- understands a range of common nominalisations (possibility, allowance) and uses a small range of common examples (addition, subtraction, permission, pollution, ability, climate change)</li> </ul> </li> <li>• uses, with a greater degree of accuracy, direct speech (“She said, ‘I’d like to see that’”) and simple reported speech (“She said she’d like to see that”)</li> <li>• forms multiple-clause sentences, using:               <ul style="list-style-type: none"> <li>- the range of linking conjunctions: and, but, or, so, and then</li> <li>- common binding conjunctions: because, if, since, when, after</li> <li>- a small range of relative pronouns with varying accuracy: “We come from Vienna, which is the capital of Austria”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• uses more varied vocabulary:               <ul style="list-style-type: none"> <li>- a range of mental Processes building a set of related meanings: thought, considered, reckoned; hate, dislike</li> <li>- expands nominal groups by typically using:                   <ul style="list-style-type: none"> <li>- more than one Descriptor: a nice, comfortable flat</li> <li>- a Descriptor and a Classifier: a nice furnished flat, a sharp 2B pencil</li> <li>- a Qualifier: “The people in the water aren’t wearing life vests”, “The boy over there is ...”</li> <li>- a Descriptor, Classifier and a Qualifier: “A nice furnished flat near the centre of the city costs a lot”</li> </ul> </li> <li>- complex verbal and nominal groups: wanted to see, like to watch; the teachers and students</li> <li>- Circumstances of means: with a big hammer, with a fine brush</li> </ul> </li> <li>• understands a wide range of formal or technical terms, many of which are nominalisations and uses a small range:               <ul style="list-style-type: none"> <li>- understands: the economy, vegetation, ratio, inability, respiration, rate of change, absence, presence</li> <li>- uses: source, chance, long division</li> </ul> </li> <li>• uses direct speech and simple reported speech with a good degree of accuracy: “She asked, ‘Do you want to go?’” and “She said she was going home”</li> <li>• forms multiple-clause sentences, using:               <ul style="list-style-type: none"> <li>- common binding conjunctions: because, if, because if</li> <li>- a small range of relative pronouns: “They had to come by boat, which was very dangerous”; “The raw milk, which is straight from the cow, is taken to ...”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• begins to make a range of choices of vocabulary:               <ul style="list-style-type: none"> <li>- building a set of related meanings:                   <ul style="list-style-type: none"> <li>- Processes: strolled, strode, limped; “The principal said no to our idea”, “The principal rejected the idea”; “They believe that they are right”, “They say that they are right”</li> <li>- nominal groups: magician, conjurer, a beautiful white dove</li> </ul> </li> <li>- constructing a range of more complex nominal groups with extended Qualifiers: “It’s the biggest shopping mall <i>in the city</i>”; “The students <i>in the race</i> were ...”; “The students <i>who entered the race</i> were ...”; “The one <i>that we liked best</i> was ...”</li> <li>- forming complex verbal groups (managed to see) and nominal groups (the parents, teachers and students)</li> <li>- occasionally uses metaphorical Circumstances of manner: “... fell <i>like a rag doll</i>”; “... fell <i>with a bang</i>”</li> </ul> </li> <li>• uses a wide range of formal or technical vocabulary:               <ul style="list-style-type: none"> <li>- attempts; expands – expansion; combines – combination</li> <li>- uses the technical and everyday meanings of a small range of words: “Get off the table”, “Complete the table on page 4”</li> </ul> </li> <li>• uses direct speech and reported speech confidently and accurately: uses “She asked, ‘Would you like to go?’” and “She asked if I wanted to go”</li> <li>• forms multiple-clause sentences, using:               <ul style="list-style-type: none"> <li>- a wider range of binding conjunctions: whenever, if, since</li> <li>- relative pronouns with greater choice and accuracy: “The Arc de Triomphe, which is located in Paris, was built in ...”; “The children, who lived by the river, knew that ...”</li> </ul> </li> </ul>

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

## Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>follows simple instructions or directions where the context is obvious, such as when the directions are supported with gesture</li> <li>participates appropriately in group activities and classroom routines</li> <li>participates appropriately in basic, routine spoken exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>chooses a narrow range of basic ways of expressing statements, questions, offers and commands (uses predominantly modelled examples) with some accuracy when communicating independently</li> <li>follows instructions or directions with much less dependence on non-verbal elements in the context and begins to give commands to peers appropriately</li> <li>begins to experiment with newer expressions in familiar, supportive contexts and is willing to risk making inappropriate choices in those contexts</li> <li>demonstrates critical awareness:                             <ul style="list-style-type: none"> <li>identifies and begins to reflect on the appropriateness of a small range of behaviours, such as gaze, distance, gesture and touch.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding of variation in oral contexts:                             <ul style="list-style-type: none"> <li>begins to take on the role of welcoming, introducing or thanking visiting speakers by reading aloud models of simple, formulaic formal language</li> <li>participates appropriately in classroom conventions: stands to present views and responds appropriately to views that are different from their own</li> </ul> </li> <li>interacts appropriately with written texts in a narrow range of supportive contexts:                             <ul style="list-style-type: none"> <li>reflects with increased confidence on the language choices appropriate in corresponding with a friend</li> <li>invites known people informally using modelled examples or invites a response from the receiver of an e-mail or SMS</li> </ul> </li> <li>maintains the appropriate degree of formality in a limited range of more formal, less supportive contexts:                             <ul style="list-style-type: none"> <li>maintains with limited success a consistent level of technicality in, say, a Description</li> </ul> </li> <li>begins to explore critically how interpersonal meanings can be made when communicating with people in different situations:                             <ul style="list-style-type: none"> <li>investigates how people in a photo are presented and whether it is the same experience for everyone</li> <li>identifies and reflects with increased confidence on the appropriateness of a small range of behaviours such as gaze, distance, gesture and touch.</li> </ul> </li> </ul>



Phase 4	Phase 5	Phase 6
<p><b>Outcome 4.3</b> 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</p>	<p><b>Outcome 5.3</b> Constructs spoken and written texts confidently in a small range of contexts, particularly familiar contexts, and is developing control in a small range of more formal contexts</p>	<p><b>Outcome 6.3</b> Constructs texts confidently in a range of contexts, particularly familiar ones, is developing control in a range of more formal contexts and begins to reflect critically on the texts and contexts</p>

### Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>• invites, welcomes, introduces and thanks visiting speakers appropriately, relying heavily on collaboratively constructed models of simple, formal oral language</li> <li>• begins to understand more clearly how interpersonal meanings can be made in varying ways by different social and cultural groups:               <ul style="list-style-type: none"> <li>- participates in a discussion on how the context determines what is spoken or written about and how that is done</li> <li>- adjusts speaking to communicate with a known adult on a serious matter</li> </ul> </li> <li>• chooses appropriately, in predominantly informal contexts, a small range of language expressing modality, such as when expressing and responding to a point of view</li> <li>• demonstrates understanding of non-literal meanings:               <ul style="list-style-type: none"> <li>- begins to use with some confidence a limited range of common colloquialisms or idioms</li> </ul> </li> <li>• demonstrates critical awareness by identifying and reflecting with increased confidence on the appropriateness of a range of linguistic choices:               <ul style="list-style-type: none"> <li>- identifies constructions of stereotypes in television commercials or junk mail</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• invites, welcomes, introduces and thanks visiting speakers using a wider range of language choices but still relies on collaboratively constructed models of formal language choices</li> <li>• understands a little more clearly how interpersonal meanings vary according to the situation:               <ul style="list-style-type: none"> <li>- uses appropriately a wide range of language elements when expressing a point of view in predominantly informal contexts</li> <li>- maintains appropriate tenor in short, simple written or spoken factual texts and can begin to make appropriate changes if the context requires</li> <li>- adjusts speaking to communicate with unfamiliar adults in a formal context</li> </ul> </li> <li>• chooses appropriately a small range of language expressing modality in mainly informal contexts</li> <li>• demonstrates understanding of non-literal meanings by beginning to use with some confidence a narrow range of common colloquialisms or idioms</li> <li>• discusses in simple ways and for a narrow range of texts how visual images and language construct stereotypes, bias and prejudice:               <ul style="list-style-type: none"> <li>- analyses these elements in commercials or junk mail</li> <li>- reflects in more explicit ways on the choice of non-verbal resources (eye contact, distance, use of gesture, touch) appropriate to the cultural and situational context, especially contrasting informal and formal contexts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• interacts confidently in casual conversation in a wide range of situations</li> <li>• demonstrates some critical understanding of the tenor of various contexts:               <ul style="list-style-type: none"> <li>- understands more clearly how the same language choices can vary interpersonally depending on the situation</li> <li>- chooses language beyond narrow formulaic models for more formal contexts, such as written communication about student meetings, assemblies, or with the local council through their website</li> <li>- expresses an opinion appropriately and begins to speak or write from the viewpoint of another person</li> <li>- maintains the appropriate tenor in longer factual texts, such as maintaining the role of scientist in a Description about an animal or plant</li> </ul> </li> <li>• chooses appropriately a range of language resources expressing modality in predominantly informal contexts but chooses a very small range of options for written texts</li> <li>• demonstrates understanding of non-literal meanings by beginning to use with some confidence a small range of common colloquialisms and idioms</li> <li>• discusses in simple ways and for a small range of texts how visual images and language construct stereotypes, bias and prejudice:               <ul style="list-style-type: none"> <li>- discusses the target audience for information items in social media through discussing the topic and the images (still and animated)</li> <li>- identifies the target audience for advertisements through discussing the layout, format, images, and social and cultural groups represented by the actors</li> </ul> </li> </ul>

## Language

Phase 1	Phase 2	Phase 3
<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• responds appropriately to tone of voice (“Well done!”, “Don’t!”) and when key words are stressed in context (“Please bring me the book”)</li> <li>• responds appropriately to more complex expressions if clear gestures are given, such as “Make two lines” accompanied by relevant gestures</li> <li>• responds to and gains attention of teacher or peers in generally socially appropriate ways:               <ul style="list-style-type: none"> <li>- uses non-verbal ways such as touching and nodding</li> <li>- uses people’s names</li> </ul> </li> <li>• responds appropriately to common classroom expressions:               <ul style="list-style-type: none"> <li>- understands “Look here”, “It’s lunch time”</li> </ul> </li> <li>• chooses the most common formulaic expressions at major stages of an exchange:               <ul style="list-style-type: none"> <li>- chooses: “Good morning”, “Thank you”, and some informal examples: “Bye”, “See ya”</li> </ul> </li> <li>• 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:               <ul style="list-style-type: none"> <li>- uses “My turn”, or “Sister?” for “Have you got a sister?”, “Is that your sister?”</li> </ul> </li> <li>• pronounces most frequently used words and phrases comprehensibly</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• demonstrates a good understanding of typical intonation patterns of basic statements, questions and offers by responding promptly and appropriately without visual cues</li> <li>• 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”) and can express commands using common vocabulary (“Push it!”)</li> <li>• begins to use, when modelled, full clauses with appropriate stress and intonation but relies on gesture and other visual resources as support</li> <li>• 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”)</li> <li>• uses a small range of basic grammatical items appropriately most of the time and understands a wider range:               <ul style="list-style-type: none"> <li>- articles: a, an, the</li> <li>- auxiliaries: do, does, is, are, was</li> <li>- prepositions: in, on, out, under</li> <li>- adverbs: very, so, much</li> </ul> </li> <li>• understands a small range of yes/no questions (“Do you want to come with us?”) and uses a narrow range (“Are you in my team?”)</li> <li>• organises sentences in a way that demonstrates a developing control of standard grammar but still, at times, places phrases inaccurately: “My dad in Hong Kong going”</li> <li>• pronounces most frequently used words and phrases comprehensibly and is increasingly confident in risking pronouncing less familiar words, repeating if necessary</li> <li>• uses a narrow range of evaluative language to express feelings and attitudes, such as when talking to a peer, chooses “She’s nice”</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• recognises that language varies according to context and chooses appropriately in a narrow range of contexts:               <ul style="list-style-type: none"> <li>- says “See you later” to a peer and “Goodbye” to a visitor</li> <li>- explores how vocabulary is linked to the tenor of a context, such as comparing the appropriateness of isolated examples of colloquial and non-colloquial language: ‘cool’ with ‘good’, ‘footy’ with ‘football’, ‘car’ with ‘vehicle’</li> </ul> </li> <li>• 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 accuracy (“Who you went on boat with?”)</li> <li>• recognises a variety of statements, questions, offers and commands in spoken and written texts such as statements in Descriptions and commands in Procedures:               <ul style="list-style-type: none"> <li>- responds appropriately to spoken instructions in the classroom, canteen and library</li> </ul> </li> <li>• uses appropriate intonation patterns of basic statements, questions and offers when speaking and when reading aloud basic texts, drawing on knowledge of punctuation</li> <li>• understands a small range of language elements expressing modality and uses appropriately a limited range:               <ul style="list-style-type: none"> <li>- chooses with some accuracy the most elementary: might, must, maybe, I think, I know</li> </ul> </li> <li>• plays with language in a narrow range of ways for humorous effect:               <ul style="list-style-type: none"> <li>- says “Goodbye” and immediately changes to “No, badbye”</li> </ul> </li> <li>• uses a range of evaluative language to express feelings and attitudes, such as when giving feedback, chooses “I think it’s beautiful”</li> </ul>

## Language

Phase 4	Phase 5	Phase 6
<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• begins to understand appropriate language choices when considering classroom and school behaviour:               <ul style="list-style-type: none"> <li>- begins to understand choices available for commands when negotiating with teachers or other known adults:                   <ul style="list-style-type: none"> <li>- “Could you come over here please” compared with “Come over here”</li> </ul> </li> <li>- begins to understand how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud familiar texts, such as beginning to understand a variation such as: “I’m sure you are”</li> </ul> </li> <li>• chooses with some confidence vocabulary appropriate for the tenor of the context:               <ul style="list-style-type: none"> <li>- chooses ‘fix cars’ or ‘repair motor vehicles’ appropriately</li> </ul> </li> <li>• uses simple forms of language expressing subjective meanings:               <ul style="list-style-type: none"> <li>- modality with varying degrees of accuracy: should, could, just, only, maybe, I think</li> <li>- a range of evaluative vocabulary to express feelings and attitudes, such as when giving feedback, chooses “I thought it was the best”</li> </ul> </li> <li>• begins to choose a limited range of colloquial and idiomatic language, such as “Sucked in”</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• understands more clearly appropriate language choices when considering classroom and school behaviour:               <ul style="list-style-type: none"> <li>- interacts confidently with peers and with teachers or other known adults but less so when speaking with or writing to unknown adults:                   <ul style="list-style-type: none"> <li>- chooses appropriately from: “Can I borrow that”, “Can I borrow that, please?” or “Give me that”</li> </ul> </li> <li>- begins to reflect critically on the degree of obligation of “You could try this” when uttered by an adult</li> <li>- understands more clearly how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud a narrow range of texts, such as: “You’ve just got to do it”</li> </ul> </li> <li>• chooses with some confidence a wider range of vocabulary to maintain appropriate tenor in a text and can tentatively predict how to pronounce different forms of multisyllabic words:               <ul style="list-style-type: none"> <li>- chooses from: rear, rump, bottom, backside, bum</li> <li>- stresses the appropriate syllable in words that have been heard and can predict with some accuracy how new words are pronounced:                   <ul style="list-style-type: none"> <li>- identifies the base and affixes and the different patterns of stressed syllables: photos ynthesis but synth etic.</li> </ul> </li> </ul> </li> <li>• uses a range of simple forms of language expressing modality with a greater degree of accuracy in predominantly informal contexts (could, may, possible, perhaps, “I think that …”) and chooses a very small range of options for more formal oral contexts, such as in oral presentations: “Perhaps the government will change its mind”</li> <li>• chooses a narrow range of colloquialisms and idioms, such as “It’s stinking hot”</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>• begins to reflect critically on interpersonal choices made in various situations:               <ul style="list-style-type: none"> <li>- is aware of someone being assertive rather than aggressive, taking into account body language, tone and volume</li> <li>- is aware that “You could try it again” varies in degree of obligation depending on who says it to whom and when</li> <li>- 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</li> <li>- identifies and uses variation in intonation, tone, volume, pacing and emphasis to some degree of accuracy and appropriateness:                   <ul style="list-style-type: none"> <li>- comments on these elements in sports presentations by comparing commentaries of different sports</li> </ul> </li> </ul> </li> <li>• chooses more confidently from a range of vocabulary appropriate for the tenor of the context and is more confidently predicting how to pronounce different forms of multisyllabic words:               <ul style="list-style-type: none"> <li>- chooses: man, male, gentleman, guy, dude</li> <li>- 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:                   <ul style="list-style-type: none"> <li>- identifies the base and any affixes in a word</li> <li>- uses a dictionary for pronunciation of exceptions:  history and hist orical</li> </ul> </li> </ul> </li> <li>• uses a range of simple forms of language expressing modality with a greater degree of accuracy:               <ul style="list-style-type: none"> <li>- chooses appropriately in predominantly informal contexts: should, probably, perhaps, “I think that …”, “That’s his opinion”</li> <li>- chooses appropriately in oral presentations: “Luckily, there is an answer”</li> <li>- begins to compare how meanings can be made either subjectively or objectively:                   <ul style="list-style-type: none"> <li>- subjectively by identifying the opinion holder: “I think the problem is …”</li> <li>- objectively by hiding the opinion holder: “The problem might be that …”</li> </ul> </li> <li>- chooses appropriately a very small range of options for more formal and technical contexts (“Scientists believe …”, “The probability of getting a six is one in six”)</li> </ul> </li> <li>• chooses a small range of colloquialisms and idioms, such as “Can you give us a hand, please”</li> </ul>

Phase 1	Phase 2	Phase 3
<p><b>Outcome 1.4</b> Composes a strictly limited range of spoken texts located in the immediate context (face-to-face interactions usually accompanying some action) and begins to jointly write chunks of text</p>	<p><b>Outcome 2.4</b> 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</p>	<p><b>Outcome 3.4</b> 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</p>

**Texts and Contexts**

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>relies often 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</li> <li>understands the general purpose of environmental print such as major road signs and shop signs giving information and commands</li> <li>begins to identify patterns of sounds and letters in very basic spoken and written language</li> <li>begins to write by copying groups of words or phrases or simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>participates with increasing confidence in face-to-face interactions, usually accompanying action</li> <li>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</li> <li>reads with some success a small range of texts on basic technical topics (eg in science, health, technology) accompanied by a wide range of visual texts</li> <li>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; a personal Recount of an excursion</li> <li>begins to compose, with support, a small range of basic texts on technical fields, such as:             <ul style="list-style-type: none"> <li>basic sequential Explanations (eg a life-cycle of a frog)</li> <li>a labelled diagram of a microscope</li> <li>a map of the school and the local community</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>communicates simply, appropriately, and accurately, some of the time, using various media, such as:             <ul style="list-style-type: none"> <li>speaking casually over the telephone</li> <li>emailing a student in a different setting</li> <li>using maps of the school and local community</li> </ul> </li> <li>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:             <ul style="list-style-type: none"> <li>identifying for a simple Procedure that the typical pattern is for actions to be foregrounded and that it is verbs that express the actions</li> <li>identifying that the typical pattern for a Recount is for time and place to be foregrounded and that phrases are usually used to express them</li> </ul> </li> <li>reads and discusses in elementary ways the meanings made in a range of multisemiotic texts, such as:             <ul style="list-style-type: none"> <li>the relationship between information in a flow chart and in a written sequential Explanation</li> <li>the meaning of symbols such as those used for how to care for clothes</li> <li>the use of colour in maps</li> </ul> </li> <li>composes, with support, simple sentences that begin with Circumstances of time or place in Recounts</li> </ul>

Phase 4	Phase 5	Phase 6
<p><b>Outcome 4.4</b> 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</p>	<p><b>Outcome 5.4</b> Identifies and compares with some confidence a range of textual features, and generally composes a range of short coherent texts</p>	<p><b>Outcome 6.4</b> Discusses confidently and critically a range of textual features, and composes a wide range of short coherent texts</p>

### Texts and Contexts

Examples are that the student:	Examples are that the student:	Examples are that the student:
<ul style="list-style-type: none"> <li>understands and discusses the patterns of Theme in a Genre and uses this understanding appropriately most of the time</li> <li>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</li> <li>identifies and discusses with slightly more confidence the meanings made in a range of multisemiotic texts, such as discussing the meanings made in a table or pie graph</li> <li>demonstrates a tentative critical understanding of a range of multisemiotic texts:               <ul style="list-style-type: none"> <li>compares the relationship between a visual text and the accompanying verbal text in examples, such as: Procedures, cross-sections and sequential Explanations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>understands and discusses the patterns of Theme in a Genre and begins to identify and use appropriately a small range of alternative language elements as Theme in a narrow range of Genres</li> <li>composes short texts, drawing from more than one source and using a range of simple cohesive resources</li> <li>communicates more confidently with multisemiotic texts, if the text is simple and there is support and time to plan:               <ul style="list-style-type: none"> <li>negotiates using digital devices and apps, or in spoken language in a very brief video clip</li> <li>discusses the meanings made in a table, pie graph or bar chart or map</li> </ul> </li> <li>demonstrates a tentative critical understanding of cultural references, such as discussing the depiction in TV shows or films of who people are by their clothes</li> </ul>	<ul style="list-style-type: none"> <li>has a clearer understanding that what is chosen as Theme is meaningful and is beginning to have control over that resource:               <ul style="list-style-type: none"> <li>begins to understand for a range of Genres that they have typical patterns of Theme and organises the texts accordingly</li> </ul> </li> <li>composes longer and more complex texts using other media but still requires some scaffolding:               <ul style="list-style-type: none"> <li>uses sketches and graphs</li> <li>constructs collaboratively a radio broadcast or podcast</li> </ul> </li> <li>identifies and discusses with some confidence the meanings made in a range of multisemiotic texts:               <ul style="list-style-type: none"> <li>identifies items or places on a map after listening to or watching a travel program</li> </ul> </li> <li>demonstrates a critical understanding of a narrow range of cultural references in multisemiotic texts, such as discussing the depiction of stereotypes in advertisements through clothes, accents and roles.</li> </ul>

## Language

Phase 1	Phase 2	Phase 3
<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>uses visual images and gestures rather than language to convey more complex meanings:               <ul style="list-style-type: none"> <li>uses pictures to show how they come to school</li> <li>sequences a known text (a personal Recount or Procedure) using pictures or other visual resources</li> <li>labels drawings of items relevant to their immediate context</li> </ul> </li> <li>understands the most common examples of school-based environmental print and can say aloud a few: Stop, Library, Open, Closed; and the days in the class timetable</li> <li>begins to identify sound patterns in familiar written words, such as:               <ul style="list-style-type: none"> <li>the beginning and end sounds</li> <li>words with the same initial sound</li> <li>words with the same rhyming sound</li> </ul> </li> <li>uses one or two examples of pronoun reference:               <ul style="list-style-type: none"> <li>chooses “He is Ali” with some confidence</li> <li>chooses others very tentatively (“Ali book” rather than “my book”)</li> </ul> </li> <li>when copying simple texts, follows some of the conventions appropriate to printed English, such as writing left to right and top to bottom, and is developing legible handwriting</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>reads along with a simple text being read aloud</li> <li>demonstrates some control of the primary tenses (present, past, future) for the most common regular verbs but strictly limited control of secondary tenses:               <ul style="list-style-type: none"> <li>chooses accurately “We played football” but chooses “We was line up ...” rather than “We were lining up ...”</li> </ul> </li> <li>begins to identify beginning, middle and end sounds in words:               <ul style="list-style-type: none"> <li>produces rhyming words from familiar texts</li> <li>says or writes examples of words with the same initial or final sounds</li> </ul> </li> <li>writes so that the texts are clearly legible: uniform spaces between letters and words, accurate letter formation and uniform size</li> <li>chooses repetitive beginnings of sentences in own writing, such as personal pronouns in Recounts</li> <li>uses a small range of reference items accurately most of the time:               <ul style="list-style-type: none"> <li>possessive pronouns: my, your, his, her</li> <li>third person pronouns: it, he, she, him, her</li> <li>demonstrative pronouns: here, there</li> </ul> </li> <li>spells accurately most common monosyllabic words learned in the classroom and spells others based on own pronunciation or other patterns, such as choosing sady for Saturday and oba dere for over there</li> <li>experiments with basic punctuation, such as full stops and question marks</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of short, simple dialogue in texts by reading aloud basic dialogue appropriately</li> <li>demonstrates control of tense for a small range of verbs:               <ul style="list-style-type: none"> <li>shows control of the primary tenses (present, past, future) and the past tense form of most common irregular verbs: did, went, saw</li> <li>is beginning to gain control of secondary tenses: “I have give him the ball”; “I am hoping”; “I was sleeping too long”</li> </ul> </li> <li>identifies a small range and uses a limited range of significant language features that function as Theme and organise a text:               <ul style="list-style-type: none"> <li>uses a small range of ‘formulaic’ initiating and closing moves when participating in short spoken exchanges</li> <li>tends to use personal pronouns in Lab Reports: “We put the leaf in the sun” rather than “The leaf was put in the sun”</li> <li>uses sub-headings in Descriptions and Classifications</li> <li>chooses short, basic Circumstances of time and place in Recounts or Narratives, such as: “Yesterday, we went ...”; “Later that night, ...”</li> <li>uses the most basic rhetorical conjunctions: First, Then</li> </ul> </li> <li>uses a narrow range of cohesive resources accurately in short spoken and written texts:               <ul style="list-style-type: none"> <li>“My mum’s got a new computer. It’s a ...”</li> <li>“We mixed some flour and water. Then we added some salt to the mixture”</li> </ul> </li> <li>spells with greater accuracy most words learned in the classroom and spells others based less on own pronunciation and more on visual patterns</li> <li>begins to use appropriately basic punctuation, such as: capital letters, full stops, and question marks</li> </ul>

## Language

Phase 4	Phase 5	Phase 6
<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>demonstrates control of tense for a range of verbs:               <ul style="list-style-type: none"> <li>primary tenses (present, past, future) and past tense of common irregular verbs: did, went, saw</li> <li>better control of secondary tenses: “I’ve wanted to go there”, “They been silly”</li> </ul> </li> <li>chooses mainly simple, repetitive patterns as Theme with limited use of alternative elements:               <ul style="list-style-type: none"> <li>in Procedures, primarily chooses actions: “Draw the eyes with a fine brush ...” but begins to choose Circumstances of means: “Carefully place it in the middle of the circle”</li> <li>begins to choose non-human elements as Theme: “The leaf was placed in the sun” rather than “We placed the leaf in the sun”</li> </ul> </li> <li>begins to use correct grammar when a change in Theme requires it:               <ul style="list-style-type: none"> <li>tentatively forms passive voice if choosing “The leaf was placed in the sun” (passive) rather than “We placed the leaf in the sun” (active)</li> </ul> </li> <li>organises simple texts in a logical order:               <ul style="list-style-type: none"> <li>orders paragraphs on the basis of a change of topic and uses simple sub-headings and/or hyperThemes</li> <li>arranges dialogue appropriately most of the time</li> <li>uses a small range of rhetorical conjunctions: First, Then, After that, ...</li> </ul> </li> <li>uses a range of simple cohesive resources characteristic of shorter texts:               <ul style="list-style-type: none"> <li>understands and uses a range of reference items accurately most of the time in spoken texts (“My dog’s got a new kennel. She likes it a lot”) and in short written texts (“The flour and water make a mixture. This mixture makes a dough ...”)</li> <li>reads them accurately in longer written texts: “... This offer is available ...”</li> </ul> </li> <li>spells accurately most words learned in the classroom and uses a range of spelling strategies, such as: visual patterns, word lists and dictionaries</li> <li>demonstrates limited control, with support, of punctuation marks such as: commas, apostrophes for basic contractions and possession, and speech marks</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>demonstrates control of primary and secondary tenses for a range of verbs:               <ul style="list-style-type: none"> <li>primary tenses of a wide range of irregular verbs</li> <li>good control of secondary tenses: “I’ve wanted to go there”, “They’ve been saying silly things”</li> </ul> </li> <li>chooses less simple, repetitive patterns as Theme:               <ul style="list-style-type: none"> <li>Circumstances of time and place are used more than once in a Recount</li> <li>in Procedures, is able to choose Circumstances of means: “Slowly pour the water into the mixture”</li> <li>chooses with some confidence non-human elements as Theme: “The lathe was dismantled ...” rather than “We dismantled the lathe ...”; “The habitat of snakes is ...” rather than “The snakes live ...”</li> </ul> </li> <li>uses correct grammar some of the time when a change in Theme requires it:               <ul style="list-style-type: none"> <li>passive voice is needed if choosing “The lathe was dismantled ...” (passive) rather than “We dismantled the lathe ...” (active)</li> </ul> </li> <li>organises independently written texts in a logical order:               <ul style="list-style-type: none"> <li>a new line to mark a change of speaker in a dialogue</li> <li>in Arguments and non-sequential Explanations, composes appropriate macroThemes and hyperThemes</li> <li>uses a small range of rhetorical conjunctions, such as Secondly, In addition, Finally</li> </ul> </li> <li>uses a range of simple cohesive resources:               <ul style="list-style-type: none"> <li>a narrow range of cohesive conjunctions: So, However, ...</li> <li>reference items appropriately in longer, increasingly complex Genres such as sequential Explanations: “The woodchips are mixed with water to make a pulp. This pulp is ...”</li> <li>uses a small range of synonyms and antonyms</li> </ul> </li> <li>spells accurately most words learned in the classroom and uses a range of spelling strategies, such as: visual patterns, word lists and dictionaries</li> <li>demonstrates developing control, with support, of the links between intonation patterns and punctuation: commas for lists, apostrophes for basic contractions and possession, and speech marks</li> </ul>	<p>Examples are that the student:</p> <ul style="list-style-type: none"> <li>chooses Theme appropriately most of the time in longer independent constructions of texts:               <ul style="list-style-type: none"> <li>uses slightly extended Circumstances of manner, place or time in Genres such as Procedures and Recounts: “After about ten minutes, take the biscuits ...”; “In the nineteenth century, ...”</li> <li>uses simple dependent clauses in, say, Narratives: “When the children saw the ghost, they ...”</li> <li>begins to choose as Theme causal elements in Explanations and Discussions: “Because of more rainfall, floods ...”</li> <li>chooses confidently non-human elements: “The seeds were planted ...” rather than “We planted the seeds ...”</li> <li>developing control of abstractions as Theme: “The destruction of the panda’s habitat is because of ...”</li> </ul> </li> <li>uses correct grammar most of the time when a change in Theme requires it:               <ul style="list-style-type: none"> <li>understands that the passive voice is needed if choosing “The houses were built by the council” (passive) rather than “The council built the houses” (active)</li> </ul> </li> <li>composes with some confidence texts in increasingly complex, logically ordered paragraphs:               <ul style="list-style-type: none"> <li>composes appropriately more complex macroThemes and hyperThemes and begins to construct basic macroNews</li> <li>begins to use grammatical elements alternative to rhetorical conjunctions: ‘Another argument’ instead of ‘Secondly’</li> <li>begins to use rhetorical questions in Arguments: “And what about the students?”</li> </ul> </li> <li>uses appropriately a range of cohesive resources in longer texts:               <ul style="list-style-type: none"> <li>a wider range of cohesive conjunctions: Therefore, However, As a result, ...</li> <li>reference items that can refer to large segments of a text (ie text reference): “These patterns are also in other genres”</li> <li>small sets of synonyms and antonyms</li> <li>simple taxonomies of:                   <ul style="list-style-type: none"> <li>composition (whole–part): digestive system / mouth, oesophagus, stomach, liver</li> <li>classification (class: sub-class): mammals / whales / baleen whales, toothed whales / humpback whales.</li> </ul> </li> </ul> </li> <li>understands better the relationship between intonation and punctuation and uses commas appropriately after foregrounded Circumstances and dependent clauses: “After Ramadan, ...”; “When the children saw the ghost, they ...”</li> </ul>