

3-6 EAL/D Progression by Mode: Writing

Beginning (<i>SPL in FL</i>)	Beginning (<i>LLB</i>)	Emerging	Developing	Consolidating
Learners at the beginning of this phase are new to written English, although they have some experience with writing in another language. In this phase, they begin to communicate simply in writing using a small range of familiar words.	Learners at this phase are new to writing, although they understand that print conveys messages.	Learners at the beginning of this phase understand some basic purposes for writing, initiate writing for their own purposes and communicate their ideas and experience simply through writing, drawing or copying. In this phase, they experiment with common classroom text types with varying grammatical accuracy. First language influence is still evident in text organisation and language features.	Learners at the beginning of this phase reproduce basic models of most classroom text types, but not at the expected levels of the achievement standards. In this phase, they can write a variety of texts in different curriculum areas with some accuracy in text features, organisation and cohesion, provided that this has been adequately modelled by the teacher.	Learners at the beginning of this phase can produce a range of types of texts for different purposes on a range of topics, demonstrating knowledge of the topic and control of text structures and key grammatical features. In this phase, they begin to approximate the writing of native speakers, although grammatical inconsistencies and influence of first language are still evident in their writing.
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may communicate ideas through drawings, symbols and early writing attempts, and produce and copy symbols, letters, words, labels, lists and sentences <input type="checkbox"/> draw pictures in a sequence to tell or retell simple stories or a sequence of actions <input type="checkbox"/> show awareness that speech can be written down and know the difference between writing and drawing <input type="checkbox"/> begin to demonstrate awareness that certain letters in English represent certain sounds, with a growing understanding of sound–letter relationships, and identify some letters in words, including those in their own name <input type="checkbox"/> may use inconsistent letter formation and may mix upper- and lower-case letters in writing <input type="checkbox"/> learn to use the basic concepts of print in English, including left-to-right directionality, spaces between words and return sweep <input type="checkbox"/> make use of classroom models to reproduce letters, words and short sentences <input type="checkbox"/> contribute ideas, words or sentences to class or group shared texts, or dictate sentences about a drawing or experience for others to scribe. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are beginning to understand the directionality of English print <input type="checkbox"/> begin to differentiate between numbers and letters <input type="checkbox"/> represent letters as images rather than as symbols, and so letters may be poorly or inconsistently formed <input type="checkbox"/> need to be taught how to use ICT independently <input type="checkbox"/> may have little or no experience with pencil and paper, and may have difficulty with pencil grip <input type="checkbox"/> may have difficulty setting out writing clearly and organising work in their exercise books <input type="checkbox"/> begin to recognise simple punctuation, differentiate between this and letters, and attempt to use this when copying written text. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write simple sequenced texts (with explicit instruction) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions <input type="checkbox"/> engage in joint shared writing, both as observers and participants, offering some ideas and options <input type="checkbox"/> follow text models for text structure and some language patterns (eg a long time ago ...) <input type="checkbox"/> tend to use speech-like sentence structures based on simple repetitive patterns (eg I play ..., I go to lunch ..., I go home ...), and may use drawings and diagrams to scaffold their communication <input type="checkbox"/> use mainly familiar vocabulary, including articles (a, the), a narrow range of prepositions (on, in), common conjunctions (and) and a narrow range of adverbs (very) <input type="checkbox"/> use grammatical features that are variable and can include run-on sentences, varying levels of subject–verb agreement, tense consistency and phrases of time and place <input type="checkbox"/> increasingly use standard English spelling patterns and demonstrate knowledge of some sound–letter relationships and common sight words <input type="checkbox"/> use basic punctuation to separate ideas (eg full stops, question marks, capital letters) <input type="checkbox"/> continue to use formulaic expressions when writing. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan and write conventional texts, including informative texts and imaginative texts, sequencing information for specific types of texts, such as information reports <input type="checkbox"/> present information appropriately (eg diagram, graph) <input type="checkbox"/> show understanding of the structure and function of paragraphs, including topic sentences <input type="checkbox"/> use a number of common conjunctions and relative pronouns to combine simple sentences into compound and complex sentences <input type="checkbox"/> use pronoun reference with noun/pronoun agreement (eg Mary ... she ... her) <input type="checkbox"/> use appropriate time sequencing (eg first, next, finally) <input type="checkbox"/> use subject–verb agreement with some accuracy <input type="checkbox"/> use present and past tense verbs, although they may overgeneralise past tense endings (eg dranked, buyed) <input type="checkbox"/> use an expanding vocabulary, including subject-specific vocabulary, and select suitable words to enhance descriptions (eg huge instead of big) <input type="checkbox"/> edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms <input type="checkbox"/> continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English in order to construct texts <input type="checkbox"/> participate in shared writing, brainstorming and conferencing as pre- and post-writing activities <input type="checkbox"/> engage in planning and writing, accessing vocabulary and spelling knowledge to edit their own work. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use text models to assist with text structure and sources to provide essential content information <input type="checkbox"/> plan their writing with particular audiences in mind <input type="checkbox"/> use some formulaic expressions (eg I will now discuss ...) and employ structural features such as headings and subheadings <input type="checkbox"/> are beginning to use phrases of time at the beginning of sentences to foreground particular elements of the text (eg At the beginning of the year ...), and use the passive voice as part of science reporting (eg The leaf was put in the sun ... rather than We put the leaf in the sun ...) <input type="checkbox"/> demonstrate control over grammatical features such as tenses, different types of verbs, phrases of time and place, compound and complex sentences, and pronoun reference <input type="checkbox"/> demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas, and are beginning to understand how vocabulary choice is linked to the tenor of the texts (eg abdomen, stomach, belly) <input type="checkbox"/> employ a range of modal elements and a small range of evaluative vocabulary in evaluative texts, and are becoming aware of the cultural sensitivities associated with certain words (eg a fat man) <input type="checkbox"/> edit for accuracy of content, text structure, spelling and grammatical correctness.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials