

7-10 EAL/D Progression by Mode: Writing

Beginning (<i>SPL in FL</i>)	Beginning (<i>LLB</i>)	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase begin to copy English words they encounter in the classroom, but do so with limited understanding of what these represent. In this phase, they attempt to write for a range of basic classroom and personal purposes in short phrases, with limited grammatical accuracy and vocabulary.</p>	<p>Learners at this phase are new to writing but understand the importance of learning to write.</p>	<p>Learners at the beginning of this phase produce basic classroom and social texts following highly structured examples. In this phase, they begin to write for a range of everyday classroom and personal purposes using a bilingual dictionary, bilingual teachers' assistants or bilingual teachers for support. Their first language influence is evident in the way they organise texts.</p>	<p>Learners at the beginning of this phase write independently for a range of classroom purposes with varying grammatical accuracy. They still exhibit first language influence in text and language structure. In this phase, they begin to produce a range of text types from across the curriculum, showing coherence and an awareness of purpose and audience.</p>	<p>Learners at the beginning of this phase create a wide range of text types used across the curriculum with limited support, showing variation in their writing according to context, audience and purpose. In this phase, they require less support and broaden their ability to produce less familiar text forms in subject-specific areas, provided that these are adequately modelled.</p>
<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"/> sequence simple sentences (eg My name is ..., I come from ..., I live in ...) <input type="checkbox"/> work with literal language, drawing vocabulary from concrete classroom experiences <input type="checkbox"/> show evidence of direct translation from first language in sentence structure <input type="checkbox"/> copy writing from the board <input type="checkbox"/> use letter formation and punctuation that show influence of first language <input type="checkbox"/> vocabulary is limited to that learnt in class <input type="checkbox"/> rework drafts in response to teacher suggestions and use basic word processing features to write and present texts <input type="checkbox"/> Use bilingual clarification from a variety of sources. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> represent letters as images rather than as symbols, and so letters may be poorly and inconsistently formed <input type="checkbox"/> may have little or no experience with pencil and paper, and may have difficulty with pencil grip <input type="checkbox"/> are beginning to learn how to use ICT independently <input type="checkbox"/> may have difficulty keeping their written work organised <input type="checkbox"/> begin to understand the concept of simple punctuation, differentiate between this and letters, and attempt to use this when copying written text <input type="checkbox"/> begin to differentiate between numbers and letters. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may copy whole chunks of language from a text rather than taking notes and rewriting in their own words <input type="checkbox"/> attempt to reproduce basic repertoire of text types (eg an email) <input type="checkbox"/> text may exhibit knowledge of common cultural references <input type="checkbox"/> formulaic expressions may be used to structure text <input type="checkbox"/> are able to use topic sentences and stay on topic <input type="checkbox"/> experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary <input type="checkbox"/> show some awareness of the difference between informal and academic language, and experience difficulty in the accurate reproduction of most academic language <input type="checkbox"/> use basic punctuation accurately (eg capital letters, full stops and question marks); first language influence is still evident in punctuation <input type="checkbox"/> construct paragraphs that may be underdeveloped and show a lack of whole-text consistency <input type="checkbox"/> spelling may be inconsistent but when read phonetically does not impede comprehension <input type="checkbox"/> Edit their text with the teacher. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may produce writing that does not reflect their potential because preparatory reading has taken most of the time and limited the available time for drafting and editing <input type="checkbox"/> create a range of types of texts, using growing knowledge of text structure <input type="checkbox"/> continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication <input type="checkbox"/> use cohesive devices to link both within and across paragraphs <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 appropriate abbreviations in notes <input type="checkbox"/> begin to apply referencing conventions appropriately <input type="checkbox"/> independently 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 to construct texts. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing with particular audiences in mind <input type="checkbox"/> write clear, well-structured texts <input type="checkbox"/> use expressions, collocation and colloquialisms, although writing may still not always reflect a native speaker-like knowledge of commonly accepted and expected ways of expression in the academic register <input type="checkbox"/> demonstrate consistent control over <input type="checkbox"/> a range of text types and their commonly used grammatical features <input type="checkbox"/> incorporate direct and indirect speech, abbreviations, symbols and graphic devices for effect <input type="checkbox"/> experiment with sophisticated language features such as simile and metaphor <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"/> effectively employ cohesive devices between sentences and paragraphs to create clarity and fluency <input type="checkbox"/> reference sources correctly <input type="checkbox"/> review and edit their work independently

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