

**Stage A2      progressing towards      example 1**

**The student**  
**Year Level:** Year 2  
**Background:** born in Sudan, lives with her grandmother, parents live in Sudan  
**Language:** Dinka  
**Schooling:** Spent some time in a refugee camp before coming to Australia, began Prep in Victoria

**The task**  
 The class had been doing a unit of work on The Circus. The students contributed to a shared writing text before writing their own advertisement for the circus.

**The text shows that the student:**

The handwritten text is: "ROLLUP UP ROLLUP UP. came and see the circus trick you well like it please came and see the circus this is the best circus that you never seen when you came to the circus you will be excited came inside you can seen the animals my favourite is horse because they are my favourite animals because they can run fast."

Labels on the left side:

- writes for a particular purpose using an appropriate text type
- writes for a real task
- writes reflecting spoken English
- spells some high frequency words
- models writing on other texts

Labels on the right side:

- uses some imperatives correctly
- uses a mixture of tenses
- spells some topic words correctly (e.g. circus, animals)
- uses sounds of words and pronunciation to attempt unknown words
- uses words appropriate to the topic

*Roll up up Roll up up came and see the circus trick you well like it please came and see the circus this is the best circus that you never seen when you came to the circus you will be excited came inside you can seen the animals my favourite is horse because they are my favourite animals because they can run fast.*

This text is an example of a student progressing towards A2. The student writes for a particular purpose using an appropriate text type, although includes a personal comment at the end of the text (My favourite animal...). The writing reflects the student's spoken language structures and includes vocabulary choices appropriate to the text type and topic. The student uses some imperatives correctly (e.g. see) and also includes a mixture of tenses. The student is able to write some commonly used words correctly and spells unknown words using pronunciation and knowledge of sound-letter relationships. There is a full stop at the end of the text, and the student writes using a mixture of upper and lower case letters.