

Stage A2 Standard example 3

The text shows that the student:

the draft

writes using a text type appropriate to the purpose

writes reflecting spoken English

spells some high frequency words correctly

uses sound and visual features to attempt unknown words

uses full stops with some consistency

uses reference items, e.g. pronouns

drafts and edits writing with considerable support from the teacher

One day on a ^{beautiful} island Lisa and Matt went
in the boat. ^{it began to move} was ~~making~~ because
Lisa ^{wasn't} Rowing ^{properly} properly.
Matt said, "STOP!!" Lisa ^{didn't} ^{listen} ~~didn't~~ ^{listen}
to ~~Matt~~ because she was ^{listening} ~~listening~~
to the birds. ^{They hit some rocks and the boat tipped into the water.} Then
they ^{landed} on two islands.
They ^{weren't} ~~wasn't~~ on the same
island. ^{there} ~~there~~ ^{were} ~~was~~ two ^{islands} islands.
Lisa was on ~~I~~ island
and Matt was on the
other island. Matt was
^{very} ~~very~~ ^{angry} angry with Lisa.
~~Matt~~ ^{in the} ~~in the~~ ^{water} ~~water~~ ^{he} ~~he~~ ^{went} ~~went~~
to swim. The end
Lisa was ^{scared} scared he was
going to die, ^{but} the sharks ^{were} ~~was~~ talking
A nap. ^{Matt} he finally ^{he} got
The boat ^{and rescued Lisa} ~~there~~ end.

Stage A2

Standard

example 3

the
'published'
text

One day on a beautiful Island MATT And
Lisa went in the boat IT
began to move because
Lisa wasn't Rowing Properly.
MATT said, "STOP!!" Lisa didn't
listen to MATT because
she was listening
to the bird. They hit some
rock and the boat tumbled
to the water. They were
on the same island
Lisa was on 1 island
and MATT was on
other MATT was angry
with Lisa MATT had in the infested water
The cat
Lisa was scared he was
going to die BUT the
sharks were taking a nap
he finally got the
boat and rescued Lisa
the end

This text is an example of a student at A2 Standard. The student uses a simple narrative structure beginning with an orientation, followed by a complication and resolution. The text is quite long and has been edited with the support of the teacher to include details which help the reader follow the narrative more easily. The writing includes oral language structures e.g. 'they wasn't', 'didn't listening'. The student uses pronouns as reference items, for example Lisa/she, Lisa and Matt/they. The text is mostly written in the simple past tense and includes some common irregular past tense verbs (went, was). The student spells high frequency words correctly and uses sound and visual features (e.g. baet/boat, propley/properly, tow/two, wasent/wasn't) to spell unknown words. Full stops are used to end most sentences. Upper and lower case letters are used, but not always appropriately.