

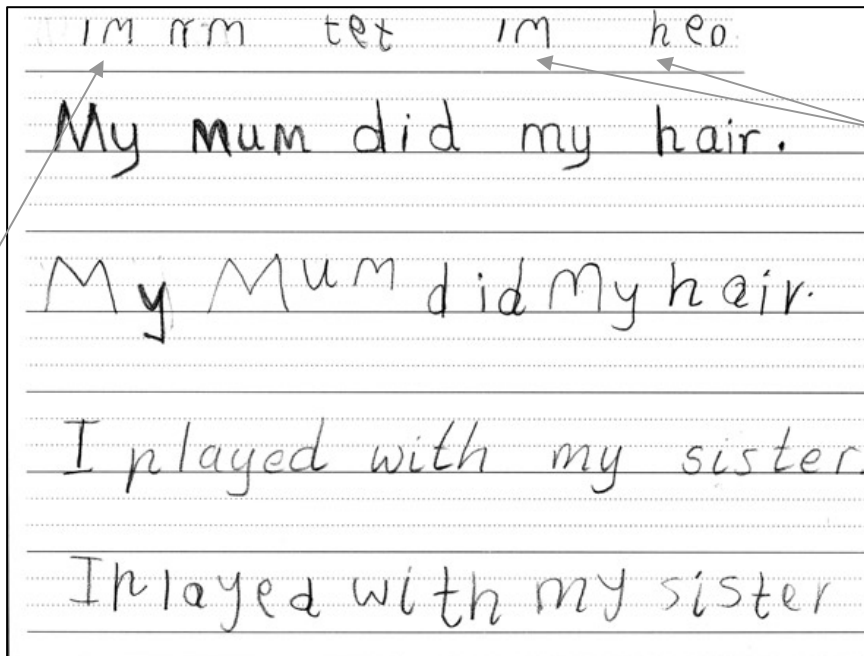
Stage BL beginning example 1

The student
Year Level: Year 4, 10-11 years old
Background: born in Sudan
Language: Dinka, a little Arabic
Schooling: very limited schooling in Arabic, perhaps 1 year, before starting at an English Language School in February, 2007. Not literate in any language.

The task
 The students were asked to write about things that they do with their family. This text was written by the student in July, 2007. The student first attempts to write a sentence independently, then copies what was written by the teacher. The last sentence is dictated to the teacher, then copied.

The text shows that the student:

- copies sentences correctly
- writes letters correctly
- leaves spaces between some words
- writes left to right, but some reversal of sound/ letter order eg 'im' for 'my'



- shows awareness of sound-letter relationships eg 'h' - 'hair', 'im' for 'my'
- reliance on own pronunciation e.g. 'tet' for 'did', 'heo' for 'hair'
- some spacing between words

This text is an example of a student at beginning BL. The student first attempts to write her own sentence. Independent attempts at the spelling of the words in the first sentence indicate an awareness of sound-letter relationships, e.g. 'h' for 'hair' (heo). The order of some sounds/letters is reversed, e.g. im/my and there is a reliance on pronunciation to spell words, e.g. tet/did, heo/hair. The student then copies the correct letters. The final sentence is dictated to the teacher and then copied correctly by the student. Spacing between words is not consistent.