

Stage S1 **beginning** **example 3**

The student:
Year Level: ~13 year old boy
Background: Yemeni refugee who came via Ethiopia
Language: Arabic
Schooling: Has no literacy in Arabic – not even letters and numbers. Has had some instruction in English

The task – Students had to describe a picture using the progressive and use referencing if they could. The task came immediately after a unit on the Royal Family. They had started with the present simple and then moved to learning the progressive. Students wrote individually after oral practice about the picture.

The text shows that the student:

- can write short sentences
- can usually correctly use SVO word order
- can write to communicate ideas
- uses pronouns consistently



- cannot experiment yet, but relies on repeating known structures and stories
- does not yet consistently produce correct English sentences

The two men are talking to the friends. They laughing and smiling. They are eating and looking. They are drinking wine. They are sitting down on chairs. The girl ate the woman but looking.

This text is typical of a student beginning to work towards the Standard at S1. He attempts to write down words he has heard or said, but this is usually not with accurate spelling. He relies heavily on proformas and other models of texts as scaffolding to produce extended pieces of writing longer than a phrase or sentence with teacher guidance, but is not yet aware that different text types are used for different purposes. He tends to focus on producing a final product, rather than recognising that the act of writing is a process that involves planning, revision, and editing.