

Stage S1 Standard example 2

The student
Year Level: 17 years old, female
Background: Iraqi/Assyrian. Came via Syria ~ 6 months previously
Language: Arabic, Assyrian
Schooling: Age equivalent schooling and literacy in Arabic

The task – Students brainstormed pirate words on the board. There was a set of pictures in colour on their sheets. Students chose to be one of the characters pictured and then wrote a first person narrative with no further support than the results of the brainstorm. This text is written 2 months later by the same student as S1 progressing towards, example 1.

The text shows that the student:

writes correctly simple sentences about pictures using vocabulary and structures practised orally

attempts paragraphs and topic sentences

writes using short sentences/statements; conjunction and references are explicit and repetitive, typical of spoken mode

writes a text focusing more on meaning than grammatical accuracy



I was a tiger prierences. I had alot of jewellery and money. I lived with my parents in the forest. There were alot of tigras around me. But I wasn't in love with any one of them.

one day my father's friend wanted to marry me. His name was Tigrow. My father was agree for that. But I was in love with him. So I decided to leave my family and injoyed to the group of pirates. I thought maybe I could find a prince for me and that would be interestec.

when I injoyed to the pirates that was really bad. Becau they ~~was~~ ^{were} just stealing and killing people. Some times they kidnaped people and ~~stole~~ ^{stole} their ships as valuable. The captian of pirates was a strange lizard. Because he had patch on his eye and there was pegled in his foot. there was a hook in his left hand and on his right hand was sword. The lizard was so evil to kill people. The important things for him stole ~~and~~ kill ~~and~~ kidnap people. No one could say no for ~~him~~ him. They just did what he said.

The pirates life was so interestec for them. Because they could take every thing they wanted and nobody could say any thing for them. But my ~~work~~ ^{work} was just cooking food for them and cleaing. They were hitting ~~me~~ me and other people to do the work for them and that really hard

uses single clauses or coordinating and subordinating conjunctions to combine clauses

uses common time markers to link and sequence ideas

uses pronouns and basic

referents to maintain cohesion and avoid repetition

uses familiar vocabulary, structures, phrases

attempts to use new words, but these are not always spelt correctly

uses modelled features appropriate to text type, e.g. attempts to use past tense in a recount

for me.

one day I tried to leave them but they caught me again ^{would} and they said if I tried ~~again~~ that again they ~~would~~ kill me. That was so atrocious when you saw them killed people and stole them. so I wrote a litt for my family and put it into the ~~the~~ bottle and through it in the sea ~~and~~ and I was praying for my family could see the litter.

After ~~one~~ weeks my father and Tigror came to help me and other people in the land. There was a big fight and lizard tried to kill my father but Tigror helped him.

when the fight was finished Tigror was vicitams. There were ~~a~~ a lot of people dead ~~because~~ because ~~the~~ ⁱⁿ the fight were a lot of cannon ~~with~~ with cannon ball. I cured all the vicitams and helped Tigror to ~~be~~ be okay.

After that Tigror decided to take the pirates's captian with him to his force. The new ~~job~~ job for him was cleaner and chef.

After two months I agree to marry Tigror. But the surpris was he married another girl. I became alone again and all that happened like dream. Started with injoyed to the pirates and ended it to marry ~~some~~ Tigror another girl.

This text is an example of a student at Stage S1 Standard. She can write for a range of basic classroom and personal purposes, here writing an imaginative text. Her basic sentences and short texts are based on well-practised spoken English and familiar contexts. She writes with varying grammatical accuracy, expressing himself using familiar vocabulary and modelled structures and features. She orders and sequences sentences about familiar topics into coherent texts, incorporating paragraphs. She corrects some errors relating to targeted grammatical items.