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.

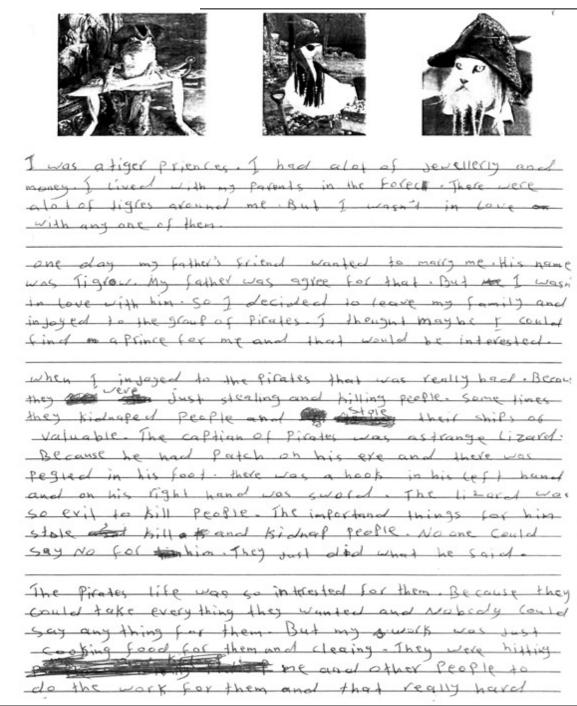
The text shows that the student:

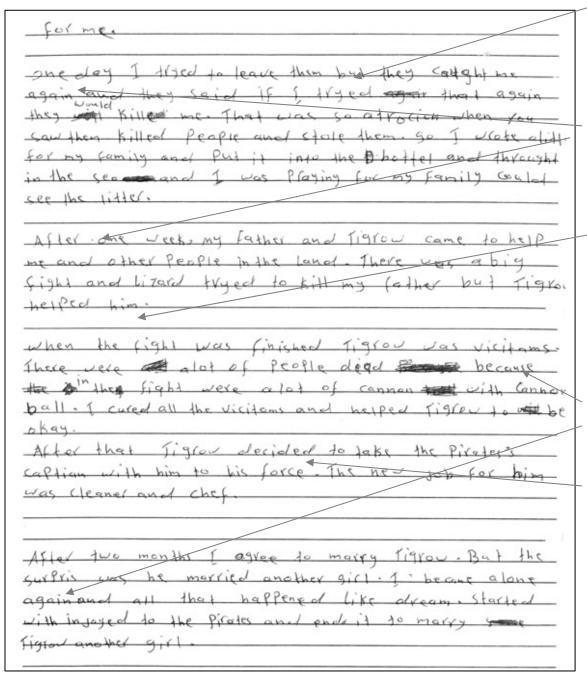
writes
correctly
simple
sentences
about pictures
using
vocabulary
and structures
practised
orally

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





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

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.