



| WRITING | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|---|--|---|--|--|
| <p>CREATING TEXTS See also overviews of Text types forms and functions for more detailed descriptions of expectations for various genres</p> | <p>Copies a few words relating to immediate context and/or visuals May 'play' write: writes random letters and symbols</p> | <p>Copies short sentences and begins to write 1–2 words:</p> <ul style="list-style-type: none"> • copies short sentences scribed by teacher • uses cards of common words and phrases to construct own sentence to then copy • labels pictures of items relevant to immediate context | <p>Begins to write simple phrases and strings of words approximating sentences:</p> <ul style="list-style-type: none"> • writes 2–3 phrases about themselves • writes 2–3 phrases to describe and accompany provided visual materials (tables, illustrations, diagrams) <p>Organises visual and basic written information in logical order</p> | <p>Constructs very short elementary examples of basic genres, in which they present ideas in simple logical order</p> | <p>Constructs familiar learning area genres with a little detail about events and about the participants in those events</p> | <p>Constructs examples of simple genres. In these texts they use:</p> <ul style="list-style-type: none"> • known topic information, eg uses ideas and key words from texts read/ viewed for own writing • familiar, mostly spoken-like language structures |

| GRAMMAR: Whole text level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--------------------------|--|--|---|---|---|
| Reference (such as pronouns and demonstratives/pointers) | Thread begins at Level 2 | Uses one or two examples of pronoun reference: <i>she</i> <i>it</i> | Uses some of the most basic pronouns with varying accuracy : <i>she</i> <i>it</i> <i>he</i> <i>they</i> <i>we</i> <i>you</i> | Uses most common pronouns more accurately , though often relies on reader inferring who/what from a shared context : <ul style="list-style-type: none"> • subject (before verb) pronouns: <i>she</i> <i>it</i> <i>he</i> <i>they</i> <i>we</i> <i>you</i> • object (after verb) pronouns: <i>she</i> <i>it</i> <i>he</i> <i>they</i> <i>we</i> <i>you</i> • possessive (before noun) pronouns: <i>she's</i> <i>it's</i> <i>he's</i> <i>they're</i> <i>we're</i> <i>you're</i> | Uses simple pronoun reference accurately most of the time to refer back to previously named people and objects when the referent (noun) is close to the pronoun : I have a bird. <i>It</i> can talk; people give us red envelopes. <i>They</i> have coins in <i>it</i> . References may at times be ambiguous and rely on reader to make the connections | |
| Text connectives | Thread begins at Level 6 | | | | | Uses 1–2 simple text connectives between sentences to show logical on: <i>so</i> |
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| GRAMMAR: Sentence level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
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| SENTENCE STRUCTURES | | | | | | |
| Simple sentences (beginning as fragments) | Copies words: me, book | Relies on copying to write fragments or short simple sentences | Writes fragments or simple sentences with varying accuracy and repetitive structures: The wolf look like dog; The wolf live in Albania; The wolf eat mouse; Barty new hat; Barty's hat got stolen; Barty's hat cumd back | Writes mostly complete simple sentences that may include simple circumstances: I went shopping; After I played ; We played chasey; I play ; They go fast; My dad | | |
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| GRAMMAR: Group and word level | Level 1 | | | | | |
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| GRAMMAR: Group and word level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|--|---|--|---|---|
| | ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES | | | | | |
| Vocabulary | Thread begins at Level 2 | Copies or writes prepositions as labels | Uses very basic phrases to express circumstances of place and time with varying accuracy : | Uses basic phrases to express the circumstances of place and time with greater accuracy : | Uses adverbs and phrases to express time, place of events and manner mostly accurately : | Uses adverbs and phrases to express more specific details of the time, place and manner of events: |
| Expressing details surrounding the process place – where? time – when? | Thread begins at Level 2 | Orally uses the most basic prepositions with a noun to express circumstances of place or time when describing pictures: on chair; in bag; in beach; to shop; to home; on Sunday and copies teacher translation | <ul style="list-style-type: none"> • place: he walk in the jungle; he pass in the big tree; he sit on the ground; he put some fish on the boat; he look to the water; he come to school • time: on Saturday we go; on lunchtime I have rice | <ul style="list-style-type: none"> • place: under the table; in bed; to school; at the beach; out of the dam • time: on the weekend; after the game | <ul style="list-style-type: none"> • place: at the front; on the ground; inside it; through the playground; over the bridge; in their pouches; under a rock • time: on Chinese New Year; last Sunday; at night time; for 6 weeks | <ul style="list-style-type: none"> • place: into the bowl; from the ground; on the right-hand side of the island • time: on Tuesday 27 April; today; two weeks ago; one very stormy night; in the start |
| manner – how? quality (in what way/ manner?) means (by/with what means?) | Thread begins at Level 5 | | | | <ul style="list-style-type: none"> • manner: – quality: my car goes fast; we sit in table groups – means: with his bat; with its legs | <ul style="list-style-type: none"> • manner: – quality: suddenly; slowly; into small pieces; like a platypus – means: by bus |
| cause – why? behalf (for whom?) reason (for what reason?) purpose (for what purpose?) | Thread begins at Level 7 | | | | | |
| role – as what? | Thread begins at Level 10 | | | | | |
| angle – in whose view? according to whom? | Thread begins at Level 11 | | | | | |
| contingency – in what circumstances? why/if? concession (despite what?) condition (in what case? under what conditions?) | Thread begins at Level 11 | | | | | |

| GRAMMAR: Group and word level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|--|--|--|---|---------|
| | NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES | | | | | |
| Vocabulary | Moving from understanding (receptive) to using frequently encountered nouns and adjectives | | | Using a growing range of simple 'everyday' spoken vocabulary and beginning to use vocabulary beyond common, everyday | | |
| Key nouns (the things central to the noun group) | Thread begins at Level 2 | <p>Copies or writes nouns as labels: ear; teeth; hat; book; pencil; table; car; house</p> <p>Uses nouns to describe a drawing/image orally: mum; father; car; house; room; hat beach; girl; bus; boy; lunch and copies teacher translation</p> | <p>Writes frequently encountered nouns in a variety of contexts</p> <p>May lack vocabulary to name items and use generalised terms: the . . .</p> | <p>Uses simple, everyday, common and proper nouns for everyday objects related to home, local community, school and topics of study:</p> <ul style="list-style-type: none"> people: children; babies; Grandpa; character animals: donkey; mouse; kittens; crow; elephant; wolf places: world; sides; corners; place; buildings; playground; Kings Park things: flower; plant; seeds; leaves; toys; dinner; party; card; envelopes; trees; twigs; dates; tomato; colour; sound | <p>Begins to use more school 'topic' vocabulary for key nouns: crew; pirate; thief; burrows; pellets; enclosure</p> | |
| nominalisations | Thread begins at Level 7 | | | | | |
| Using adjectives and adding details in front of the key noun | Thread begins at Level 2 | <p>Uses numbers, colours and size as isolated words: one; blue; big</p> | <p>Uses adjectives to describe: the boy little; the tree is big</p> <p>Uses 1–2 simple noun groups of 2–3 words with varying accuracy to add number, colour and/or size: . . . boy; . . . food; children; ears; a . . . fish; the . . . tree; . . . little fish; . . . tail</p> | <p>With more consistency and accuracy adds 1–2 elements to the noun to write simple noun groups of 2–3 words:</p> <ul style="list-style-type: none"> pointers: flower; . . . donkey; . . . plant; . . . new toys; . . . body; . . . world quantifiers: . . . leaves; 3 sides; 4 corners; . . . head describers (primarily colour, size, shape and/or common evaluative words): a . . . dinner; our . . . toys; an . . . body; . . . legs; my . . . character classifiers: a . . . party; . . . chocolate; . . . fights; the . . . dance; . . . stories; . . . seeds; . . . card | <p>Chooses from a growing vocabulary to write short noun groups:</p> <ul style="list-style-type: none"> quantifiers (beyond simple number): the birds; . . . bananas; . . . babies; . . . our dolls | |
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