

Annotated Texts

Illustrating standards in the
primary English syllabus

Early Stage 1

Mid Stage 1

Late Stage 1

Stage 2

Stage 3

Annotated Texts illustrating Stages in the primary English syllabus

The texts contained in this section are intended to illustrate the standards expected from students at each Stage of the primary education cycle. Standards are described in the revised primary English syllabus and comprise the total of all outcomes expected at each Stage.

The primary syllabus is divided into Stages as follows:

Early Stage 1	Grade 1
Mid-Stage 1	Grade 2
Late Stage 1	Grade 3
Stage 2	Grade 5
Stage 3	Grade 7

Within the framework provided by standards, performance levels describe levels of achievement; that is, they describe how well a student has done with respect to the standard described for a stage. Performance levels describe the features which characterise four levels of achievement at each stage. These are:

- Excellent
- Good
- Satisfactory
- Working Towards Stage

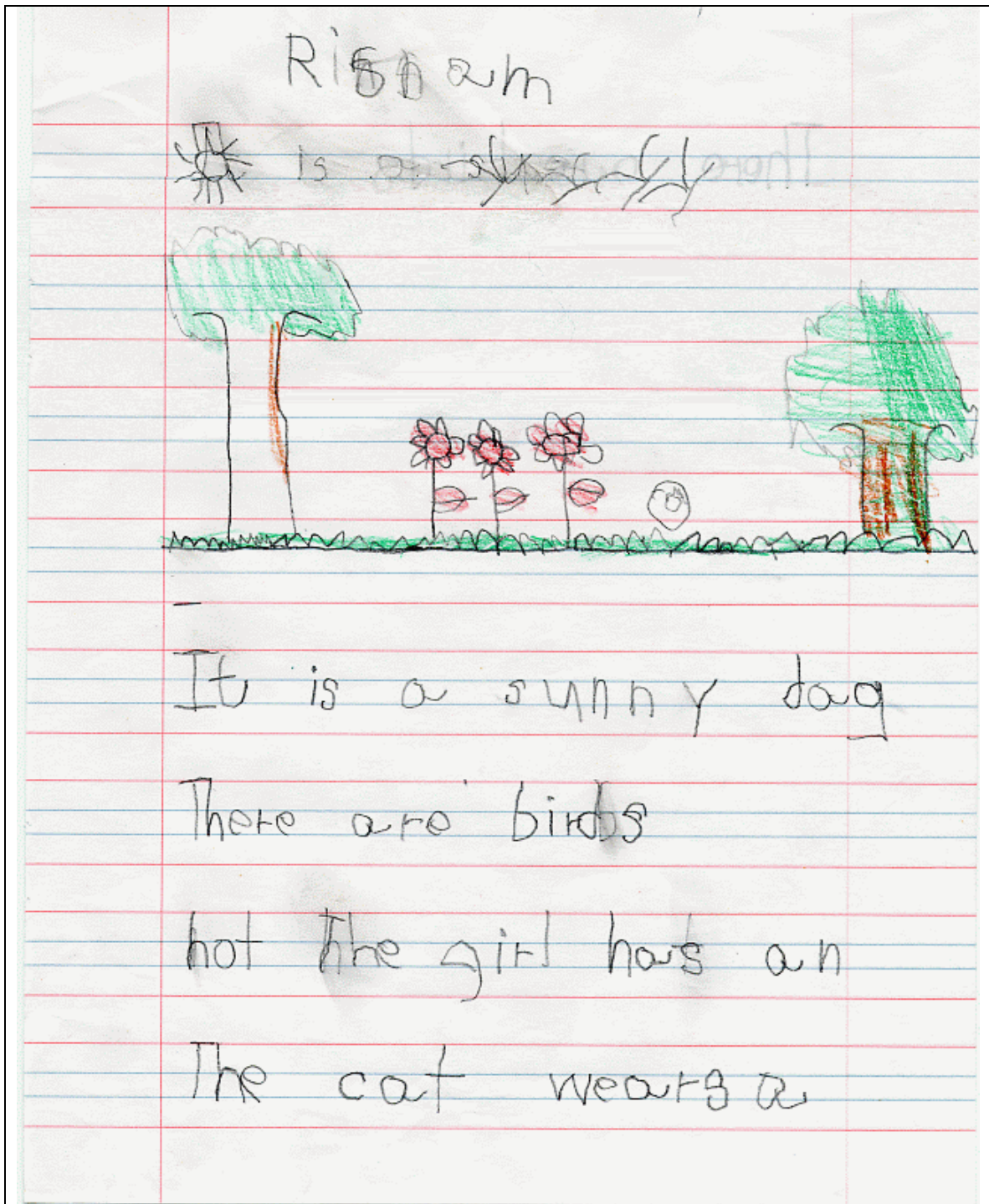
<i>Working towards Stage</i>	Students at this level have not yet achieved the expected outcomes for their stage
<i>Satisfactory</i>	This represents the minimum level of achievement of outcomes
<i>Good</i>	Students at this level are easily achieving the expected outcomes
<i>Excellent: working above expectations</i>	At this level, students are performing above their stage. Their level of achievement is such that they are already working towards achievement of the following stage.

Examples of student writing have been selected to illustrate performance at each of the four levels at each Stage.

Samples are annotated by identifying the relevant syllabus outcomes and indicators and by a short comment which explains why the text is representative of its level and Stage.

Annotated Texts
illustrating Stages in the primary English syllabus

Early Stage 1: Working towards Stage
Description



Context:

Students discussed a picture of a park. They were asked to draw a picture of the park and write several sentences about it.

Annotated Texts

illustrating Stages in the primary English syllabus

Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing

- Combine writing and drawing to create a text about a topic

Write showing awareness of some basic writing conventions in English

This is shown when students:

- Show awareness that English writing consists of words formed by letters
- Mix writing and drawing in a text
- Write identifiable letters or approximations of letters
- Recognise lower case letters
- Recognise upper case letters
- Recognise that the same letter may be printed in upper or lower case
- Leave spaces between groups of letters or symbols

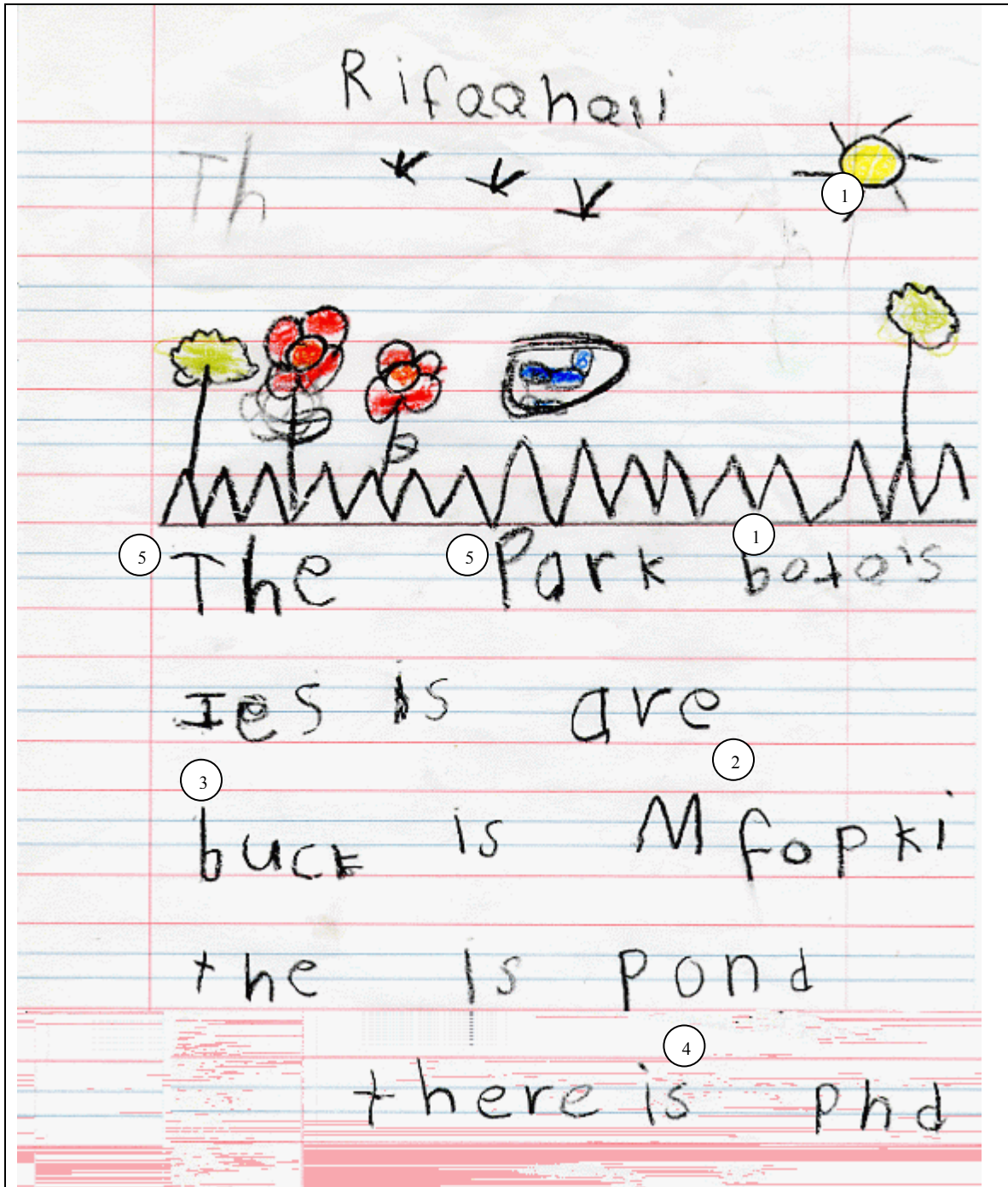
Comment

This text displays an awareness of many of the basic conventions of writing in English. However, the last two lines of the text show no relationship to the picture or to the task. They are copied or written from memory and represent fillers; ie they serve merely to fill space. Their presence suggests that this student is going through the motions of writing without any understanding of what writing represents. It furthermore suggests that the first two lines are reproduced from memory or copying without understanding.

Texts such as this alert the teacher to major student problems in literacy development.

Annotated Texts
illustrating Stages in the primary English syllabus

Working towards Early Stage 1



Context:

Students discussed a picture of a park. They were asked to draw a picture of the park and write several sentences about it.

Annotated Texts

illustrating Stages in the primary English syllabus

Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing

- Copy letters or words or use symbols to communicate a message
- Combine writing and drawing to create a text about a topic
- Write or copy well-known words or short texts (days of the week, classroom furniture, This is my mother; This is my house)
- Write own name

Write showing awareness of some basic writing conventions in English

- Show awareness that English writing consists of words formed by letters
- Copy familiar words and very short sentences, writing from left to right across the page and from top to bottom of the page
- Mix writing and drawing in a text
- Write identifiable letters or approximations of letters
- Leave spaces between groups of letters or symbols

Experiment with drawing and writing to produce or reproduce symbols and letters

This is shown when students:

- Demonstrate writing-like behaviour (write or draw when others write or draw)
- Copy what the teacher and other students write
- Draw pictures to communicate ideas

Comment

The student uses both picture and writing to communicate a message. In the first line he/she identifies the topic, using the Dhivehi/English word 'photos', and phonetic spelling. (1)

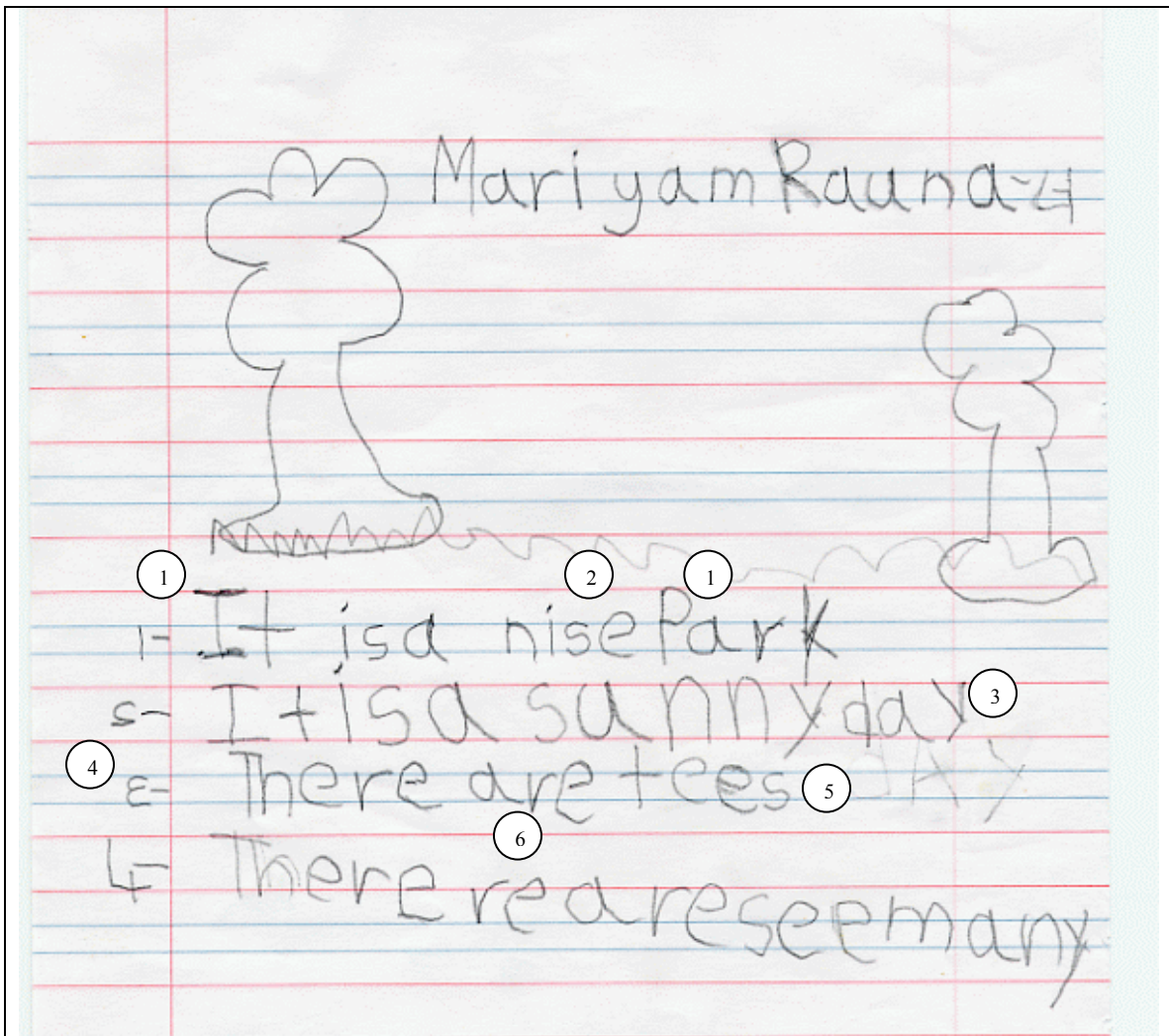
It is likely that a similar process has been used in 'mfopki': flowers. (2)

This text shows some of the basic conventions of written English. However, the student has not yet completely understand that the direction of a letter and whether it goes above or below the line makes a difference in identifying the letter (3). He or she is also unsure of some sound/symbol relationships. In 'buck', 'b' is used instead of 'd', (3) while in the last sentence, which reads 'There is bird', 'p' is used instead of 'b'. (4) There is some awareness of the difference between capital and lower case letters (5), but the difference in their use is not yet understood. The student has some difficulty in keeping writing aligned.

Overall, this represents an important stage in early literacy development, but the student has not yet achieved Early Stage 1 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

Working Towards Early Stage 1
Description



Context:

Students discussed a picture of a park. They were asked to draw a picture of the park and write several sentences about it.

Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing

- Combine writing and drawing to create a text about a topic
- Write or copy well-known words or short texts
- Write own name

Write showing awareness of some basic writing conventions in English

This is shown when students:

- Show awareness that English writing consists of words formed by letters
- Copy familiar words and very short sentences, writing from left to right across the page and from top to bottom of the page
- Mix writing and drawing in a text

Annotated Texts

illustrating Stages in the primary English syllabus

- Write identifiable letters or approximations of letters
- Demonstrate awareness that certain letters represent certain sounds
- Recognise lower case letters
- Recognise upper case letters

Uses some basic strategies to convey information in writing

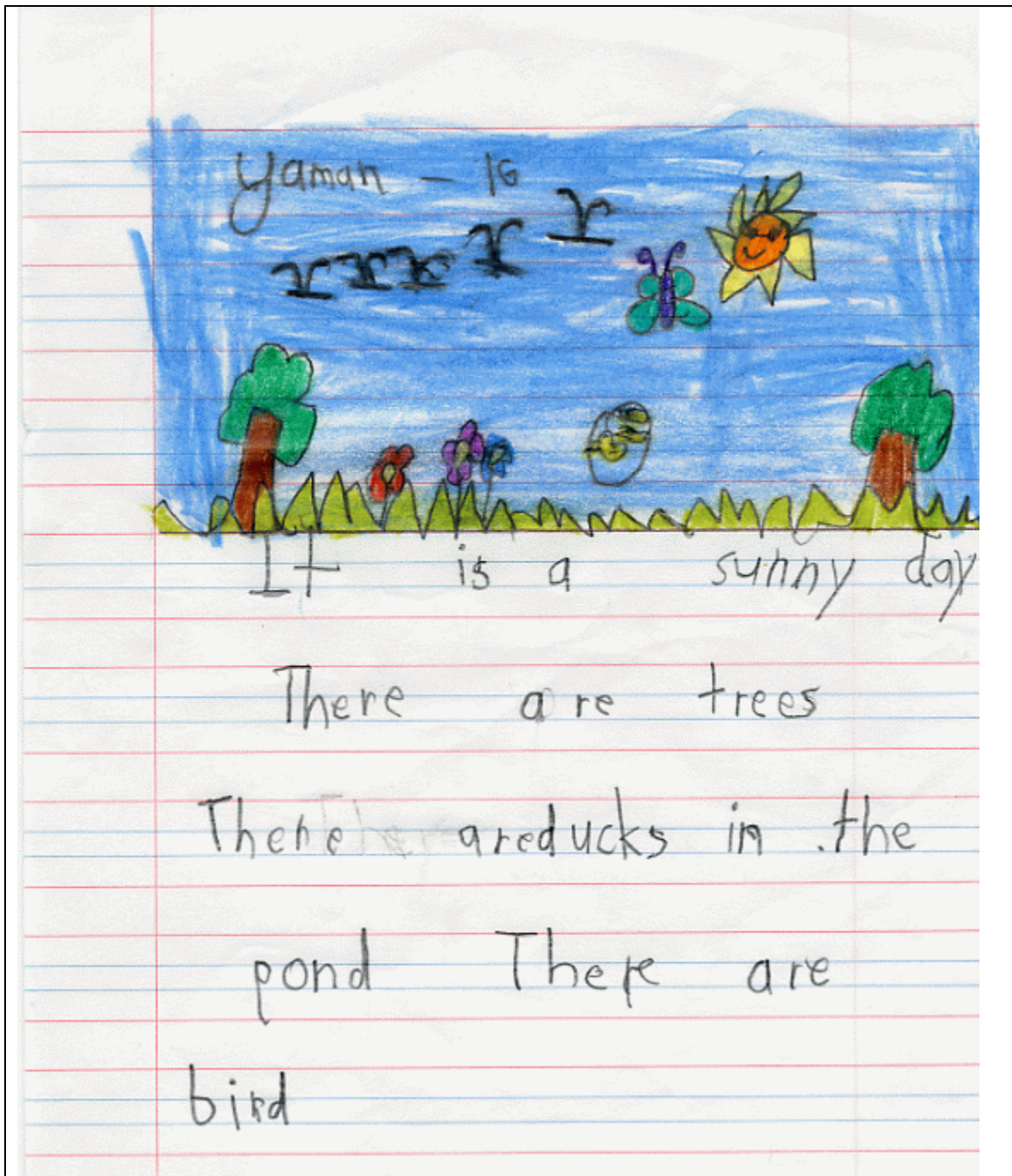
- Practice writing words or sentences
- Practice writing English letter forms
- Attempts to spell words on the basis of pronunciation

Comment

This student is at an early stage in literacy development. She/he understands that writing conveys a message and is able to use some of the basic conventions of written English. However, while she/he recognises the difference between upper and lower case letters, their function is not yet clearly differentiated (1). Letters are not well sized (3) and numbers show some reversal (4). Spaces are left between words in general, except for the last sentence, where spaces are omitted and letters omitted (5) or repeated (6). Phonetic spelling is used to write unfamiliar words (2).

Annotated Texts
illustrating Stages in the primary English syllabus

Early Stage 1: Satisfactory
Description



Context:

Students discussed a picture of a park. They were asked to draw a picture of the park and write several sentences about it.

Annotated Texts

illustrating Stages in the primary English syllabus

Communicative Purpose:

Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing

This is shown when students:

- Draw pictures that relate to a continuing activity or retell a simple story
- Draw to illustrate a simple text (eg shared book)
- Combine writing and drawing to create a text about a topic
- Write own name

Language and Context

Write showing awareness of some basic writing conventions in English

This is shown when students:

- Show awareness that English writing consists of words formed by letters
- Copy familiar words and very short sentences, writing from left to right across the page and from top to bottom of the page
- Mix writing and drawing in a text
- Write identifiable letters or approximations of letters
- Develop an awareness that the direction of a letter and whether it goes above or below the line (eg b/p) makes a difference in identifying the letter
- Recognise lower case letters
- Recognise upper case letters
- Leave spaces between groups of letters or symbols
- Expect words to have consistent spelling (copy spelling carefully)
- Size writing appropriately for tasks and contexts (size of paper, size of lines, amount of text)

Learning to Learn

Uses some basic strategies to convey information in writing

- Use illustrations to provide more detail about own writing
- Practice writing words or sentences
- Practice writing English letter forms

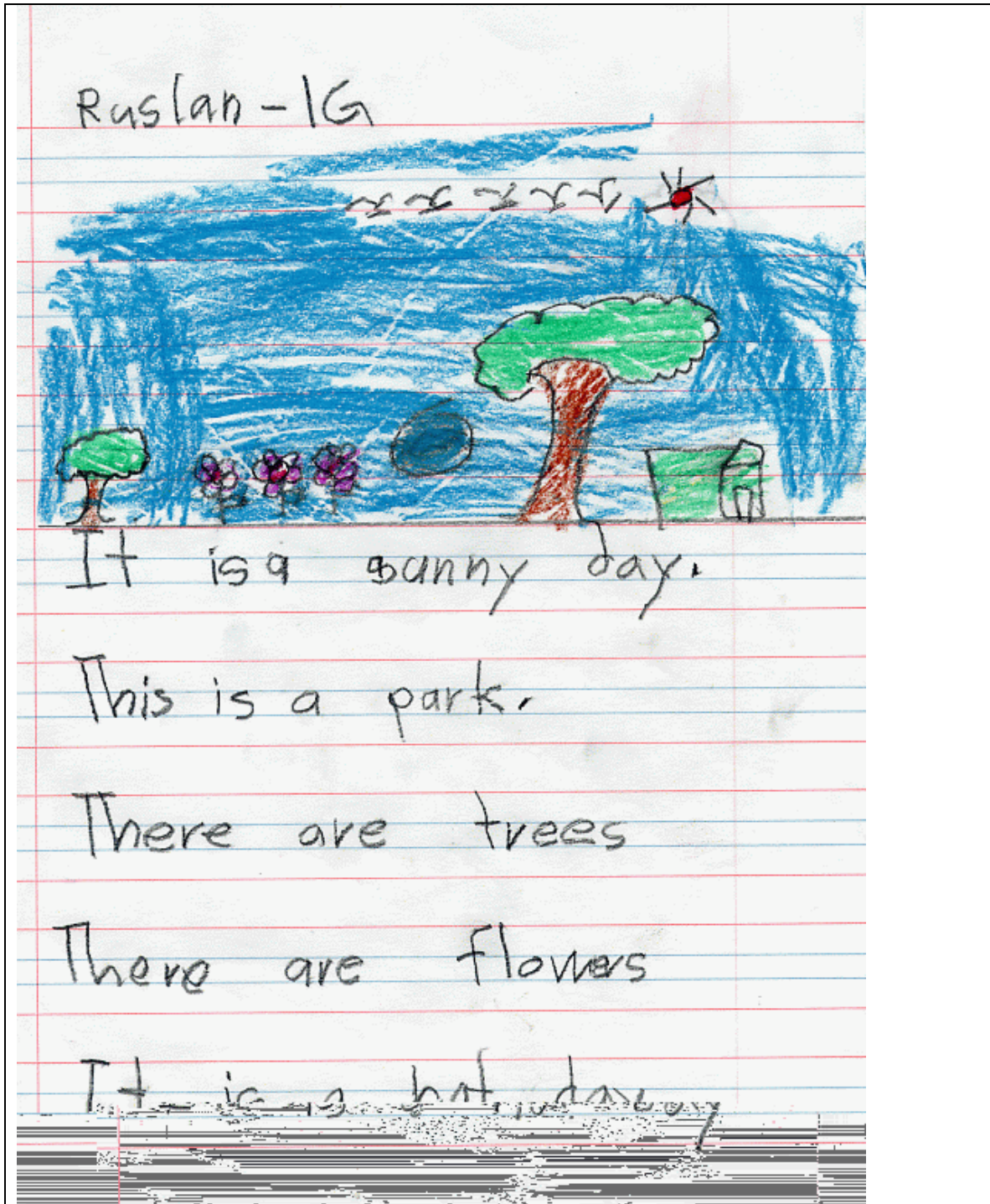
Comments

This student is able to successfully combine writing and drawing to create a text describing a park. Letters are clearly formed and capital letters are distinguished from lower case. In its use of 'b', 'd' and 'p', the text demonstrates awareness that the direction of a letter and whether it extends above or below the line is significant. Gaps are left between words in all but one case. Guide lines have been used to ensure that letters are appropriately sized and written in a straight line.

While the student has achieved satisfactory Early Stage 1 outcomes, he/she is not yet at the 'good' level because letters are not confidently formed. Gaps between letters and between words are unequal and no punctuation is used.

Annotated Texts
illustrating Stages in the primary English syllabus

Early Stage 1: Good



Context:

Students discussed a picture of a park. They were asked to draw a picture of the park and write several sentences about it.

Annotated Texts

illustrating Stages in the primary English syllabus

Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing

- Use drawings to relate events, experiences and stories (My family, my house, etc)
- Combine writing and drawing to create a text about a topic
- Write own name

Write showing awareness of some basic writing conventions in English

- Show awareness that English writing consists of words formed by letters
- Copy familiar words and very short sentences, writing from left to right across the page and from top to bottom of the page
- Mix writing and drawing in a text
- Write identifiable letters or approximations of letters
- Develop an awareness that the direction of a letter and whether it goes above or below the line (eg b/p) makes a difference in identifying the letter
- Recognise lower case letters
- Recognise upper case letters
- Recognise that the same letter may be printed in upper or lower case
- Leave spaces between groups of letters or symbols
- Demonstrate awareness that certain letters represent certain sounds (represent words by using initial letter eg use b to represent book)
- Copy words, phrases or sentences appropriately (Today is Sunday)
- Size writing appropriately for tasks and contexts (size of paper, size of lines, amount of text)

Experiment with drawing and writing to produce or reproduce symbols and letters

This is shown when students:

- Draw pictures to communicate ideas
- Copy words, labels, sentences, signs, lists or pictures from the immediate environment

Uses some basic strategies to convey information in writing

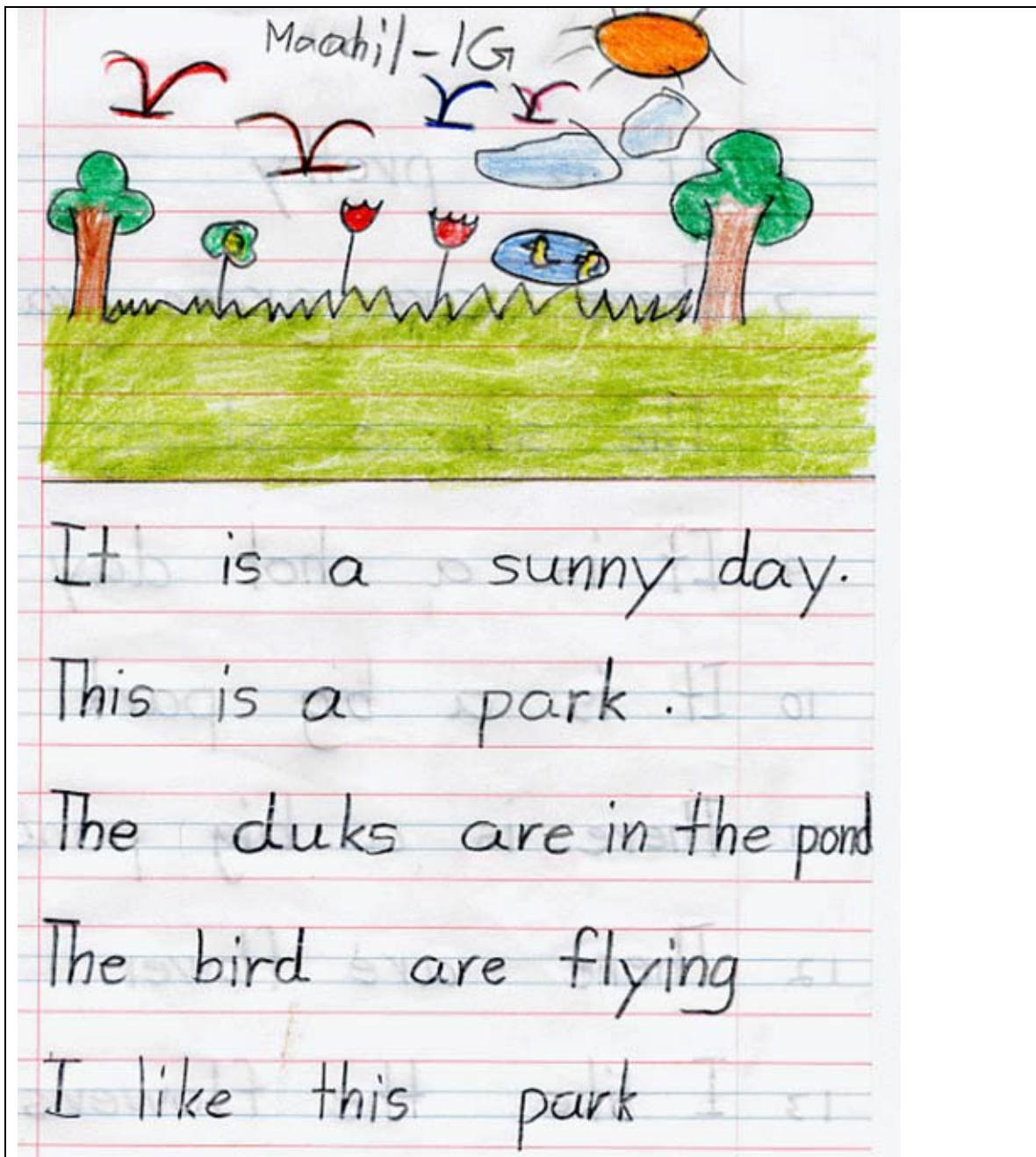
- Use illustrations to provide more detail about own writing
- Practice writing words or sentences

Comment

This text is an example of a good Early Stage 1. The student demonstrates an understanding that writing conveys meaning. He/she distinguishes between upper and lower case letters and uses them appropriately. Letters are clearly formed, sized appropriately and written in straight lines. Words are divided by appropriate gaps. Some basic punctuation is used.

Annotated Texts
illustrating Stages in the primary English syllabus

Early Stage 1 Excellent



Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing

- Use drawings to relate events, experiences and stories
- Share drawings and writings with teacher and classmates
- Copy letters or words or use symbols to communicate a message
- Draw to illustrate a simple text
- Combine writing and drawing to create a text about a topic
- Write or copy well-known words or short texts

Annotated Texts

illustrating Stages in the primary English syllabus

- Write own name

Write showing awareness of some basic writing conventions in English

- Show awareness that English writing consists of words formed by letters
- Copy familiar words and very short sentences, writing from left to right across the page and from top to bottom of the page
- Mix writing and drawing in a text
- Write identifiable letters or approximations of letters
- Develop an awareness that the direction of a letter and whether it goes above or below the line (eg b/p) makes a difference in identifying the letter
- Recognise lower case letters
- Recognise upper case letters
- Recognise that the same letter may be printed in upper or lower case
- Leave spaces between groups of letters or symbols
- Expect words to have consistent spelling (copy spelling carefully)
- Copy words, phrases or sentences appropriately
- Size writing appropriately for tasks and contexts (size of paper, size of lines, amount of text)
- Take particular care with handwriting or drawing for special purposes

Experiment with drawing and writing to produce or reproduce symbols and letters

- Draw pictures to communicate ideas
- Copy words, labels, sentences, signs, lists or pictures from the immediate environment

Uses some basic strategies to convey information in writing

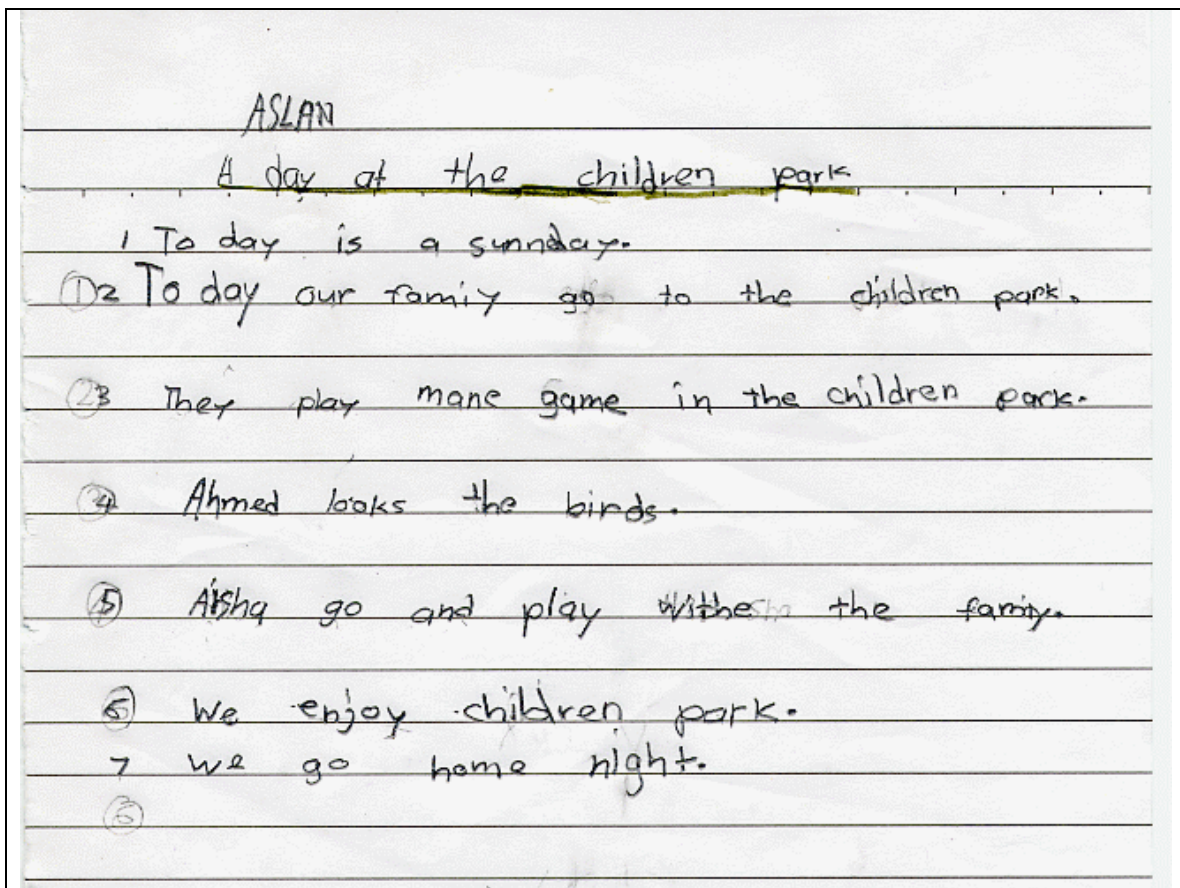
- Use illustrations to provide more detail about own writing
- Use words copied from various sources in writing (labels, signs, instructions)
- Use a preferred hand for writing and drawing
- Practice writing words or sentences
- Practice writing English letter forms
- Check copied writing for accuracy

Comment

This text shows that the student has an understanding of the function of writing and of the basic conventions of writing in English. There is a close relationship between the written text and the picture. Upper and lower case letters are well formed and used appropriately. Writing is appropriately sized and gaps are left between each word. Capital letters are used to start each sentence and full stops are used in some sentences. An unusually wide range of sentence structures are used. This text illustrates outcomes appropriate to Mid-Stage 1 and is consequently an example of an excellent performance.

Annotated Texts
illustrating Stages in the primary English syllabus

**Mid-Stage 1: Working Towards
Recount**



Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language

- Write several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines)
- Write sentences that make a coherent statement

Recognise the purpose and form of texts and some of their features

- Structure writing through the way it is set out on the page (a title, an opening, an ending)
- Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence, question mark)

Write several consistent sentences using basic structures and well-known vocabulary

- Write sentences using basic subject-verb-object patterns
- Describe simple abilities (eg I can swim.)
- Use personal and possessive pronouns appropriately
- Use simple referencing (eg the cat ... it)
- Spell familiar words accurately

Annotated Texts

illustrating Stages in the primary English syllabus

Comment

This text shows that the student is familiar with the basic conventions of a recount. It includes an orientation, a series of events and a re-orientation. He is also able to express a simple opinion regarding the experience. However, he has not yet learned to write an integrated text: each sentence in this account is numbered separately. He displays a developing understanding of the use of simple pronouns, referring to the family initially as 'they' before switching to 'we'. Basic or stem verb forms are used and the text consists largely of content words (family, park, birds etc); function words (eg at, the) may be omitted. Most words are spelled correctly, and an attempt has been made to spell an unfamiliar word (many - mane) on the basis of pronunciation. This text represents a student who is working towards Mid-Stage 1 outcomes, but has not yet achieved them.

Annotated Texts
illustrating Stages in the primary English syllabus

Mid Stage 1 Working towards
Personal Opinion

Monday th29 March 2004

My hobby

My hobby is reading story books. Because ⁽²⁾ it is so interesting. I like to read fairy ⁽¹⁾ story's. I ⁽¹⁾ like to read cindrella and beauty and the beast. I ⁽¹⁾ like to read cordia alsow. ⁽³⁾ I ⁽¹⁾ like funny story's too. ⁽³⁾ I like to read bunny story's alsow. I read cindrella and ⁽²⁾ beauty an the beast. I read alsow. I read ⁽⁴⁾ bunny story's. ⁽⁴⁾ home. I read cordias in my so. I read funny story books to my home. I story alsow in long story's. like to read

Annotated Texts

illustrating Stages in the primary English syllabus

Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language

- Write several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines)
- Express simple opinion on a topic of personal significance using formulaic or modelled sentences (I like to read comics and I like to read ...)

Recognise the purpose and form of texts and some of their features

- Structure writing through the way it is set out on the page (a title, an opening, an ending)

Write several consistent sentences using basic structures and well-known vocabulary

- Write sentences based on simple, repetitive modelled patterns (1)
- Link sentences using common conjunctions (and, but, then) (2)
- Write sentences using basic subject-verb-object patterns (See 1)
- Use a limited number of markers of emphasis (also, too) (3)
- Spell familiar words accurately

Use a number of basic strategies to produce and check written work

- Repeat the same beginning patterns to generate amounts of text (See 1)
- Spell simple unfamiliar words as they sound, with most of the letters in the correct sequence (4)

Comment

This student is able to create a lengthy, well structured text by using the beginning pattern 'I like to read ...' He or she is able to explain why they like reading ('because it is so interesting'), and to enumerate different kinds of reading matter (funny stories, fairy stories). He or she is also able to attempt the spelling of new or unfamiliar words on the basis of pronunciation (Cindrlla, alsow, cordia, although the meaning of cordia is unclear). However, this student has not yet achieved Mid-Stage 1 outcomes because the text displays a very small number of structures, though they are used effectively for communication. To demonstrate the achievement of Mid-Stage 1, a greater range of simple structures is expected.

Annotated Texts
illustrating Stages in the primary English syllabus

Mid-Stage 1 Satisfactory
Recount

Name -

Sunday 28th March 2004

Name - Nihya class - 20 date - 28/3/04

A day at the children's
park

One day Ahlam and I
go to the park. I slid down.
I gose up and down when I was in the
seesaw. We gose up the stairs and up
down. and up and down. We eat pop-corn
and drink water. There was fun
at the park, and we go home.

Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language

- Write a recount consisting of several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines)
- Write sentences that make a coherent statement
- Include vocabulary and ideas from texts read in class in own writing

Annotated Texts

illustrating Stages in the primary English syllabus

Recognise the purpose and form of texts and some of their features

- Structure writing through the way it is set out on the page (a title, an opening, an ending)
- Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence, question mark)

Write several consistent sentences using basic structures and well-known vocabulary

- Write sentences based on simple, repetitive modelled patterns (eg I play ..., I go to lunch ... I go to home ...)
- Use some common past tense irregular verbs (2)
- Link sentences using common conjunctions (3)
- Write sentences using basic subject-verb-object patterns (5)
- Use personal and possessive pronouns appropriately (4)
- Spell familiar words accurately

Use a number of basic strategies to produce and check written work

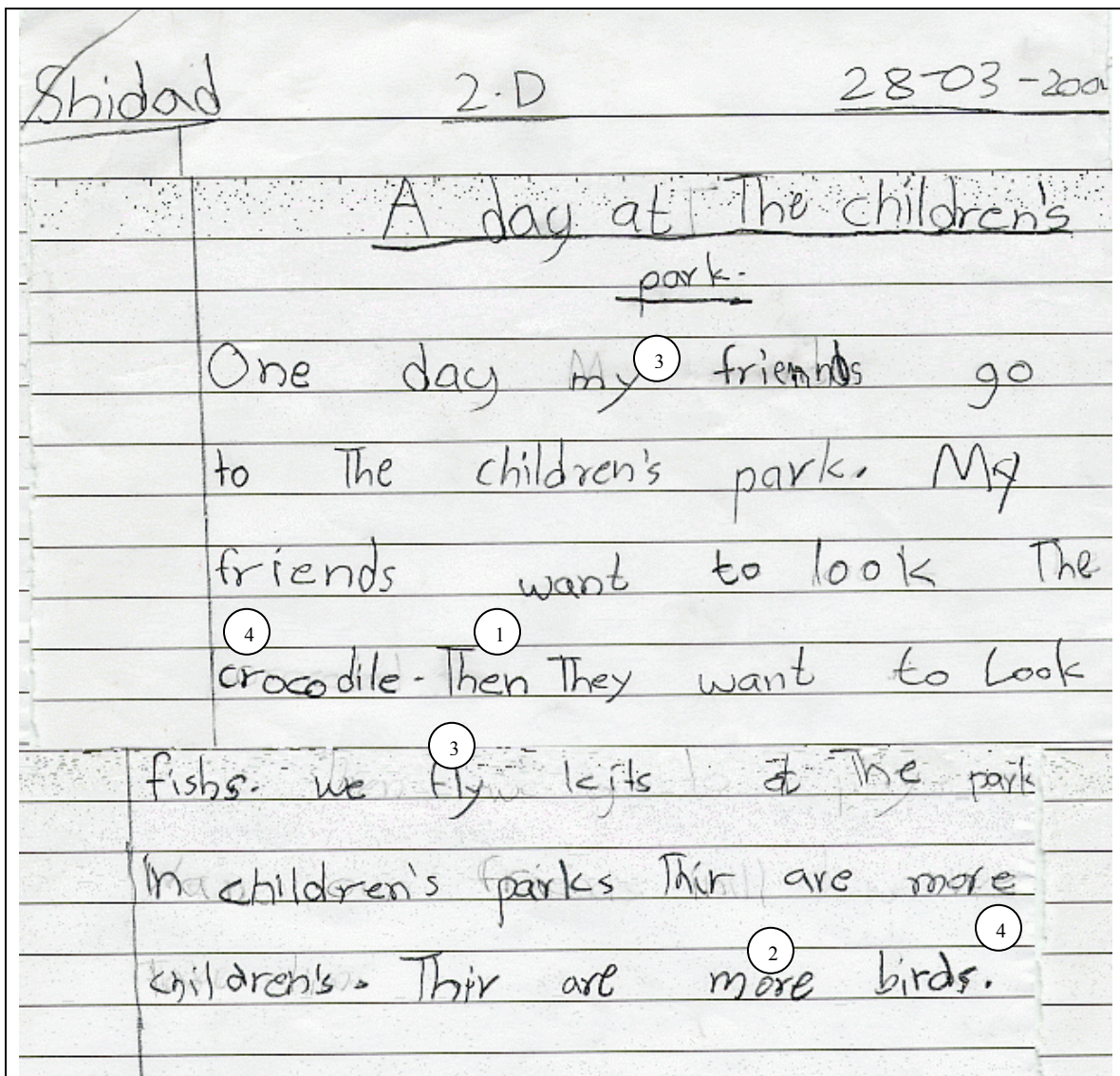
- Develop a small bank of known words to use in writing
- Read own writing aloud to check for meaning and clarity

Comment:

This text shows an understanding of the basic structure of a recount. It includes an orientation and a series of events and finishes with a re-orientation (... we go home.) There is some use of patterns to generate content (I gose up and down when I was in the seasaw. We goes up the stairs and up and down and up and down). Irregular past tense forms are emerging, although present tense is still the major tense. The student uses personal pronouns (I, we) appropriately and is able to use a small number of linking words to show the relationship between ideas in the text (and, when). While this student still needs work, particularly on tense, they nevertheless demonstrate satisfactory achievement of Mid-Stage 1 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

Mid-Stage 1 Satisfactory
Recount



Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language

- Write a recount consisting of several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines)
- Write sentences that make a coherent statement
- Include vocabulary and ideas from texts read in class in own writing

Recognise the purpose and form of texts and some of their features

- Structure writing through the way it is set out on the page (a title, an opening, an ending)
- Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence, question mark)

Annotated Texts

illustrating Stages in the primary English syllabus

Write several consistent sentences using basic structures and well-known vocabulary

- Link sentences using common conjunctions (1)
- Write sentences using basic subject-verb-object patterns (2)
- Use personal and possessive pronouns appropriately (3)
- Use plural forms of common countable nouns appropriately (4)
- Spell familiar words accurately

Use a number of basic strategies to produce and check written work

- Develop a small bank of known words to use in writing
- Read own writing aloud to check for meaning and clarity
- Spell simple unfamiliar words as they sound, with most of the letters in the correct sequence

Comment:

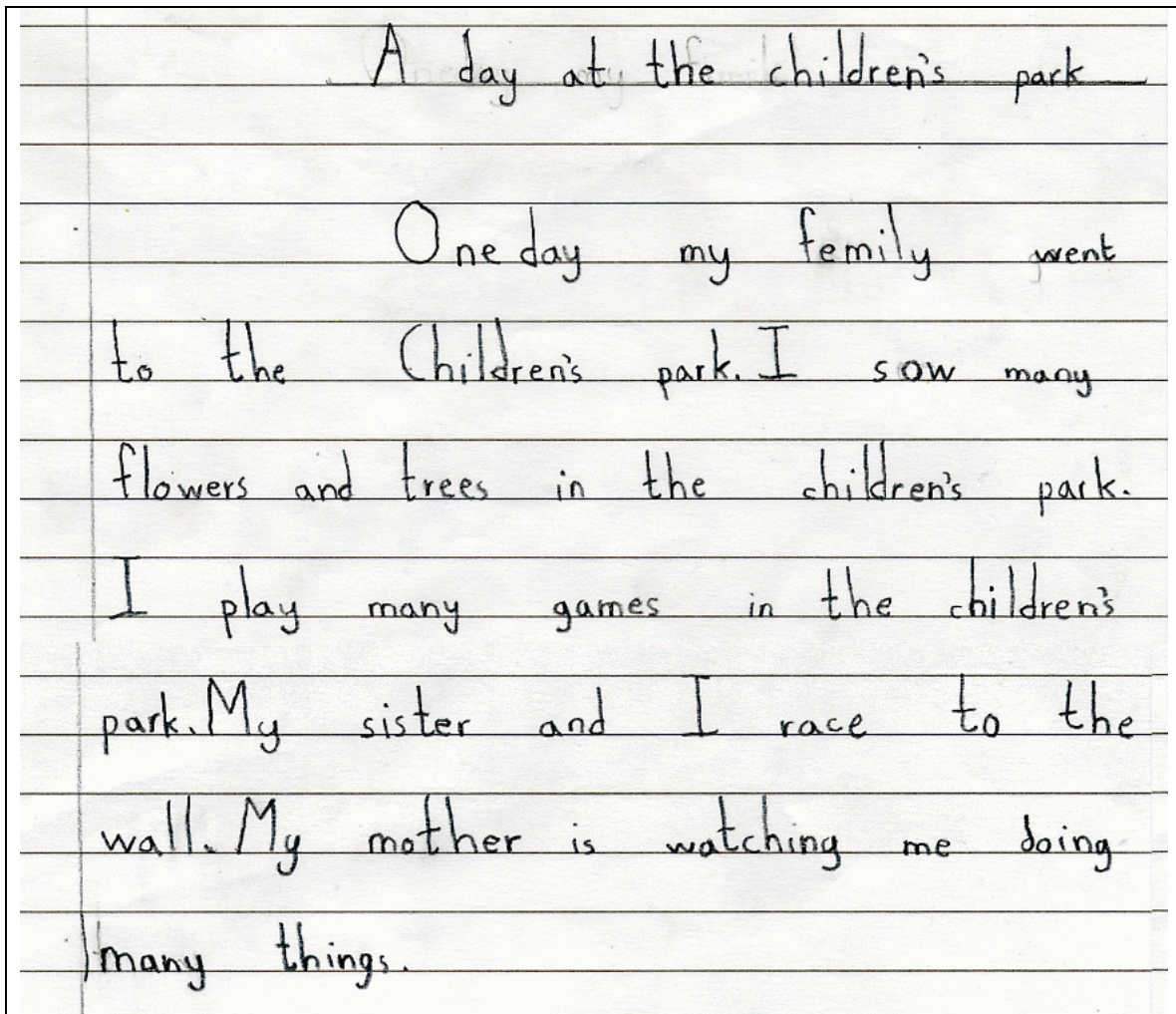
This text shows that the student has an understanding of the structure of a recount. It starts with an appropriate orientation, including the conventional opening *One day ...* It then lists several happenings. The reorientation in the last two sentences makes two general points about the park. Sequence is indicated by *then*. The student uses an irregular past tense form (*went*, spelled *want*) and the appropriate form of present tense *be*. Spelling is accurate on the whole, and an attempt is made to spell kite phonetically. The student is also aware of the need to use plural forms of nouns (kits,birds, childrens, compared with park, crocodile,), though he or she is confused by the similarity of the possessive *s* and the plural *s*.

The erasings in the text also indicate that a editing and revision process is taking place.

In summary, in spite of the inaccuracies in this text, the child is acquiring the underlying regularities of the language and has satisfactorily achieved Mid-Stage 1 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

**Mid-Stage 1: Good
Description**



Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language

- Write a recount consisting of several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines)
- Write sentences that make a coherent statement
- Include vocabulary and ideas from texts read in class in own writing

Recognise the purpose and form of texts and some of their features

- Structure writing through the way it is set out on the page (a title, an opening, an ending)
- Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence, question mark)

Write several consistent sentences using basic structures and well-known vocabulary

- Write sentences based on simple, repetitive modelled patterns
- Use some common past tense irregular verbs

Annotated Texts

illustrating Stages in the primary English syllabus

- Write sentences using basic subject-verb-object patterns
- Use a limited range of adjectives (eg colour, size, shape) to describe familiar objects
- Use plural forms of common countable nouns appropriately
- Spell familiar words accurately

Use a number of basic strategies to produce and check written work

- Repeat the same beginning patterns to generate amounts of text (I like ... I like ...; On Friday I ... On Friday I)
- Model writing on other texts (borrow some words, phrases or sentence patterns)
- Develop a small bank of known words to use in writing
- Use simple resources to find words needed for own writing and to check spelling (own word lists, labels, signs, charts)

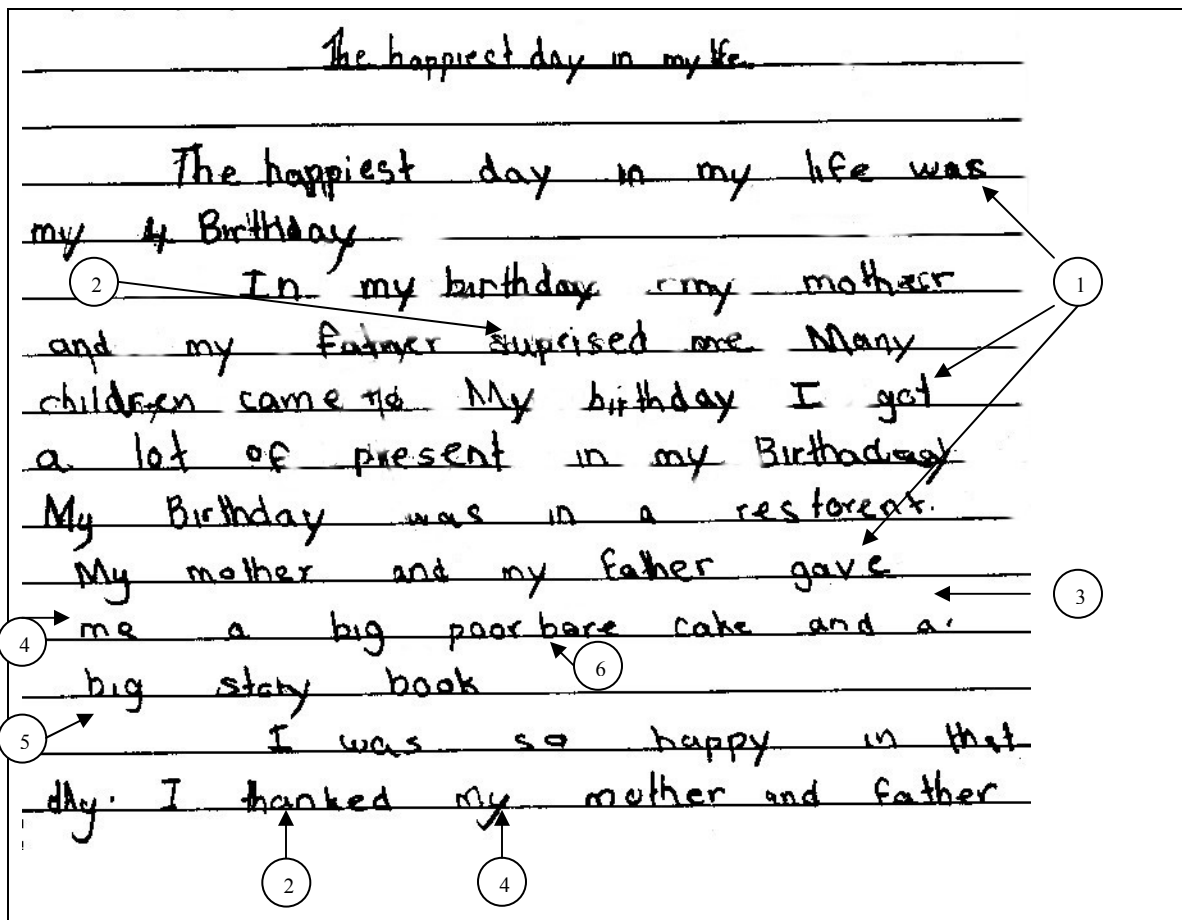
Comment

The text is an appropriately structured recount of a personal experience. It forms a coherent text incorporating ideas from previous class discussion. The text is clearly set out on the page and appropriately punctuated. Simple repetitive modelled patterns are used to generate sentences (*I sow many flowers; I play many games*). Sentences display simple subject verb object order and a number of irregular past tense verbs are used. Plural forms of countable nouns are used appropriately and most familiar words are spelled appropriately.

This text displays the features expected of Mid-Stage 1 easily, and is therefore an example of a good Mid-Stage 1 text.

Annotated Texts
illustrating Stages in the primary English syllabus

Mid Stage 1 Excellent
Recount



Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language

- Write several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines)
- Write simple recount of personal experience
- Express a personal opinion on a topic of personal significance

Recognise the purpose and form of texts and some of their features

- Structure writing through the way it is set out on the page (a title, an opening, an ending)
- Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence, question mark)

Write several consistent sentences using basic structures and well-known vocabulary

- Use some common past tense irregular verbs (1)
- Use some common regular past tense verbs (2)
- Write sentences using basic subject-verb-object patterns (3)
- Use personal and possessive pronouns appropriately (4)
- Use a limited range of adjectives (eg colour, size, shape) to describe familiar objects (5)

Annotated Texts

illustrating Stages in the primary English syllabus

- Spell familiar words accurately
- Spell some words as they are pronounced (6)

Comment

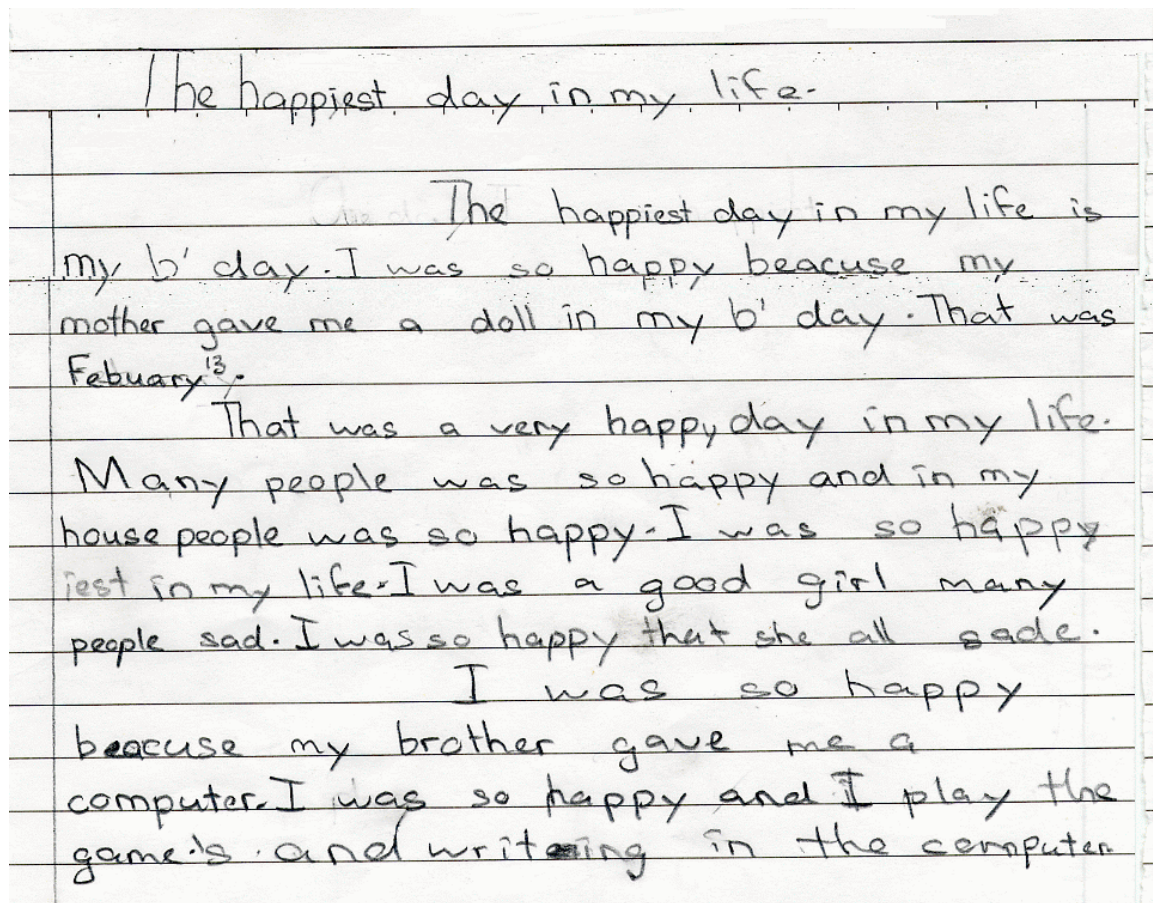
This text presents a clearly structured recount of a personal experience. Paragraphs and sentences are used to organise ideas, although punctuation marks (full stops) are often omitted. Basic sentence structure is accurate and a range of past tense verbs are used to refer to actions, relationships and feelings. A limited range of adjectives and adverbs are used appropriately to describe familiar objects and feelings.

Unfamiliar words (poo bear) are spelled on the basis of pronunciation.

This text demonstrates that the student is achieving above Mid-Level 1. He or she is working towards Late Stage 1 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

Late Stage 1: Working Towards Stage
Recount



Create a number of text types communicating ideas, events and experiences of personal interest using simple English

- Write simple recounts describing personal events and experiences using simple language

Write simple texts with a clear structure

- Write texts which show basic structure
- Write texts which show clear and logical sequence of ideas
- Separate ideas by using sentence breaks (full stops, question marks) and paragraph breaks

Write coherent texts using simple sentence structures

- Use a range of verbs in present tense to describe habitual activities (I get up at ...; I come to school at ...; I go home at ...)
- Use some common past tense irregular verbs (said, bought, got)
- Join sentences using a limited range of linking words (and, but, then, because, before, after)
- Use a limited range of adjectives to describe sensory perceptions and events and situations of personal significance
- Express basic comparisons and superlatives (the longest; bigger than, the best, the worst)
- Recognise and use a range of common countable and uncountable nouns

Annotated Texts

illustrating Stages in the primary English syllabus

Use some basic conventions of written English with some degree of accuracy

- Use some basic punctuation marks accurately to indicate sentence units (full stop, question mark, comma)
- Spell a range of familiar common words accurately
- Spell some words on basis of pronunciation

Comments

The text shows an understanding of basic organisation, although some information is out of place (*That was February 13.*). However, it relies on repetition of a basic pattern (*I was so happy*) to generate much of the text. A very limited number of irregular past tense verbs (*was, said, gave*) are used, together with one verb in present tense (*play*). A limited number of linkers are used to express logical relationship between clauses (*and, because*). The superlative *happiest day* is used once, probably copied from the title, as in the rest of the text the concept is realised through the expression *so happy*. Attempts to describe feelings of personal significance are limited to the use of *happy*. The text shows some understanding the difference between countable and uncountable nouns.

In general, this text displays features that characterise Late Stage 1 writing, but they need to be further developed before it can be said that Late Stage 1 outcomes have been attained.

Annotated Texts
illustrating Stages in the primary English syllabus

Late Stage 1 Satisfactory
Recount

A PICNIC

1 One day Ali and Ahmed went to a picnic with their family. They went on the first term holidays. It was very fun for them. They collected sea shells. And they had swimming races. Ali won the swimming race. They ate mishi for breakfast. They ate chicken and rice for lunch. They ate biscuits for tea and had noodles for dinner. They came home on night time. It was a good picnic for them. They were very tired when they came to male. 2

3

Create a number of text types communicating ideas, events and experiences of personal interest using simple English

- Write simple recounts describing personal events and experiences using simple language
- Express a personal opinion on a topic of personal significance

Write simple texts with a clear structure

- Write texts which show basic structure
- Write texts which show clear and logical sequence of ideas
- Separate ideas by using sentence breaks (full stops, question marks) and paragraph breaks

Write coherent texts using simple sentence structures

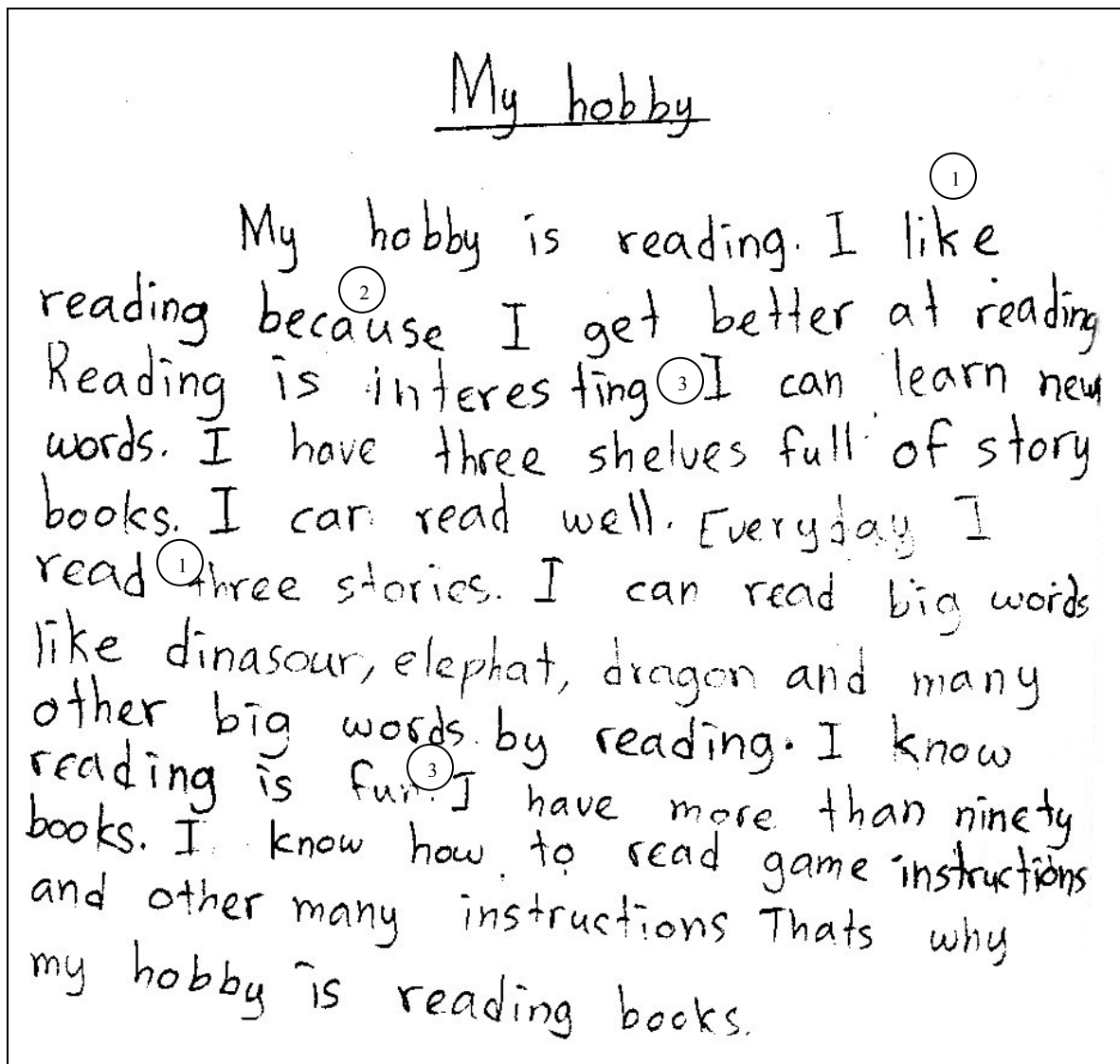
- Use some common past tense irregular verbs (1)
- Use a range of common regular past tense verbs (2)
- Join sentences using a limited range of linking words (3)

Comment

This text presents a short, clearly structured recount including an evaluative comment. Sentences are short and simple, with detail being added through the use of prepositional phrases. The student is also able to use a simple dependent clause to indicate time (when they came to Male'.) A range of past tense verbs are used appropriately. This text demonstrates the satisfactory achievement of Stage 1 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

**Late Stage 1: Good
Opinion**



Create a number of text types communicating ideas, events and experiences of personal interest using simple English

- Express a personal opinion on a topic of personal significance (eg I like this book because ...)

Write simple texts with a clear structure

- Write texts which show basic structure (eg opinion, reason)
- Write texts which show clear and logical sequence of ideas
- Separate ideas by using sentence breaks (full stops, question marks) and paragraph breaks

Write coherent texts using simple sentence structures

- Use a range of verbs in present tense to describe habitual activities (1)
- Join sentences using a limited range of linking words (2)

Annotated Texts

illustrating Stages in the primary English syllabus

- Use a limited range of adjectives and adverbs to describe sensory perceptions, activities, events and situations of personal significance (3)
- Distinguish between countable and uncountable nouns using quantifiers
- Recognise and use a range of common countable and uncountable nouns

Use some basic conventions of written English with some degree of accuracy

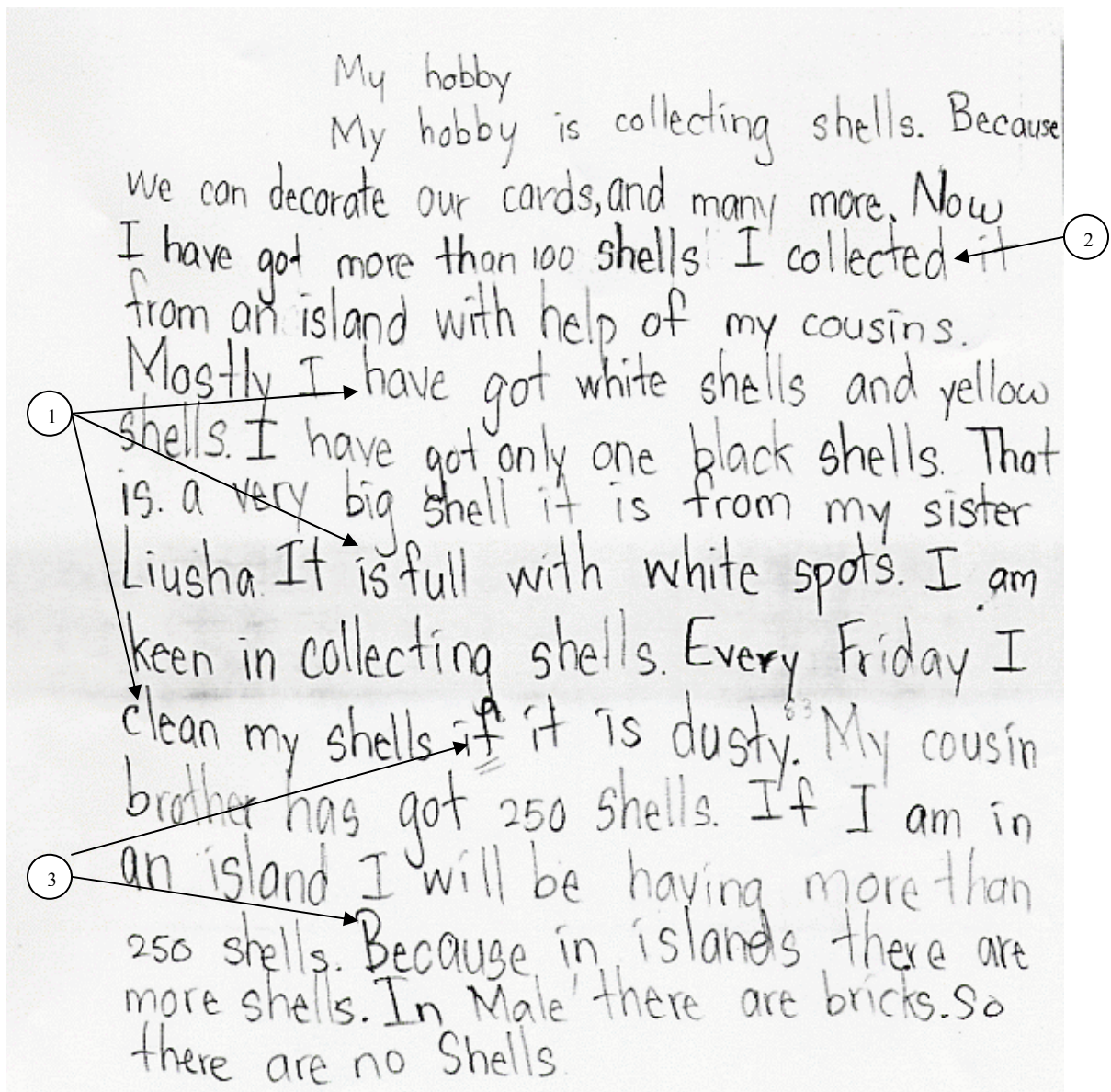
- Use some basic punctuation marks accurately to indicate sentence units (full stop, question mark, comma)
- Spell a range of familiar common words accurately
- Spell some words on basis of pronunciation

Comment:

This text presents a personal opinion which is clearly expressed and supported by reasons. The sequence of ideas is generally clear and logical, (although there is some degree of repetition) and sentences are appropriately used to organise these ideas. The present tense is used appropriately throughout. The text presents several more complex structures which are above the level expected at Late Stage 1 (I know how to read game instructions; That's why my hobby is reading books.)

Annotated Texts
illustrating Stages in the primary English syllabus

**Late Stage 1: Excellent
Description**



Create a number of text types communicating ideas, events and experiences of personal interest using simple English

- Write a simple description of a person or place or of an activity of personal interest

Write simple texts with a clear structure

- Write texts which show basic structure)
- Write texts which show clear and logical sequence of ideas
- Separate ideas by using sentence breaks (full stops, question marks) and paragraph breaks

Write coherent texts using simple sentence structures

- Use a range of verbs in present tense to describe habitual activities (1)

Annotated Texts

illustrating Stages in the primary English syllabus

- Use a range of common regular past tense verbs (2)
- Join sentences using a limited range of linking words (3)
- Recognise and use a range of common countable and uncountable nouns

Use some basic conventions of written English with some degree of accuracy

This is shown when students:

- Use some basic punctuation marks accurately to indicate sentence units (full stop, question mark, comma)
- Spell a range of familiar common words accurately

Comment

This text exhibits several features which show that the student is working above the Late Stage 1 level; ie, he or she is working towards Stage 2 outcomes. The text is clearly and logically organised. It uses a range of grammatical features, including the appropriate use of past and present tense verbs, and a number of conjunctions that indicate the logical relationship between different concepts (because, so). The writer also uses two conditional sentences to present hypothetical situations. In one of these (If I am in an island ...) the form of the conditional is inappropriate, but the meaning is clear. A range of cohesive devices are used, including reference (shell ... it; shell ... That) and lexical chains (shells, 100 shells, yellow shells, etc). Choice of singular or plural forms of the noun is in general appropriate.

Annotated Texts
illustrating Stages in the primary English syllabus

Stage 2: Working Towards Stage
Recount

<p>shafeeu S.F 29/3/2004 T.S</p>	
<p>the day that I my leg. I fell from house we go to our house</p>	<p>The sad day in my life is fell from the tree and broken a tree which was in our island house on the holiday</p>
<p>at some branch sitting I saw a if it I want to was very quiet moving by my feet fell from the</p>	<p>My Mother told me to on the tree when I was very nice bird in the nest I caught it so I by one branch to another branch I caught the bird suddenly I tree</p>
<p>and my brother-in-law suddenly tale and told the leg as were sad because I a sad day in my open this another</p>	<p>Suddenly my father take me to the hospital the doctor checked my leg broken after that day I was can't play football This is the life I wish this will not</p>

Communicate on a number of familiar topics through writing simple creative and factual texts in response to classroom demands

- Write simple recounts using appropriate structure, based on personal experience

Demonstrate awareness of common formats required by class texts

- Recognise and use appropriate structures for specific purposes

Organise information into simple coherent paragraphs

- Write simple paragraphs developing a single idea
- Use topic sentences to introduce the topic of a paragraph

Write texts using a developing range of basic structures

- Use present and past tenses with some degree of accuracy
- Use simple dependent clauses in compound sentences (I see my aunt when I visit Male'.)

Annotated Texts

illustrating Stages in the primary English syllabus

- Use a number of common conjunctions to link ideas between sentences (when, because, before, after, but)
- Use simple phrases to express personal opinions (I think ... because; I like ... because ...)
- Use pronoun reference chains to describe people and things (Tigers are big. They have black stripes on their backs; Yesterday the class went ... We ...)
- Use simple comparatives & superlatives (the largest island in Maldives is..)

Demonstrate a developing control of the basic conventions of written English

- Use basic punctuation marks accurately to indicate sentence and clause units (full stop, question mark, comma)
- Spell a range of common words appropriately
- Spell unfamiliar or new words on basis of pronunciation

Comment

The text is structured appropriately as a personal recount and uses appropriate paragraphing. However, language use does not yet display the features expected at Stage 2. The writer attempts to combine clauses and uses a range of linkers to create both complex and compound sentences, but has difficulty in tense choice and in the punctuation of these sentences. There are also problems with the appropriate use of the superlative (*This is the sad day in my live*). Word order is generally appropriate, but there are some problematic clauses (... *so I was very qurite by one branch to another branch moving by my real(?)*). Reference is also generally appropriate, but with occasional problems (*I saw a very nice bird in the nest of it*).

The major problem the text displays is choice of tense. The writer uses some irregular past tense forms but the majority of verbs are present tense. Little or no use is made of regular past tense forms.

Finally, many words are spelled on the basis of pronunciation. This is a useful strategy when used with new or unfamiliar words (happen – apen; suddenly – subbly; hospital – housply), but is not appropriate with more familiar words (told – tole).

Overall this text is well on the way to achieving Stage 2 outcomes but has not yet reached the expected level.

Annotated Texts
illustrating Stages in the primary English syllabus

Stage 2 Satisfactory
Recount

The happiest day in my life.

The happiest day in my life was my 8th birthday. Because on that day we went to Majeedhiya Alimas carnival.

In Alimas carnival I celebrated my 8th birthday. I enjoyed frog jumping, round about, fun games and also I enjoyed face painting. I also went to the kids park. There were many giant and funny balloons. I ate a cotton candy in there. It was very delicious. Then I had a go in the aeroplane ride. I had to wear a black helmet. Then we went to a restaurant nearby and everybody gave a treat. After having the treat we again went to the carnival. There we ate ice-cream. And then everybody gave my birthday gift. All the gifts were very nice.

Communicate on a number of familiar topics through writing simple creative and factual texts in response to classroom demands

- Write simple recounts using appropriate structure, based on personal experience

Annotated Texts

illustrating Stages in the primary English syllabus

Demonstrate awareness of common formats required by class texts

- Recognise and use appropriate structures for specific purposes: eg recount: orientation/events

Organise information into simple coherent paragraphs

- Write simple paragraphs developing a single idea
- Use topic sentences to introduce the topic of a paragraph

Write texts using a developing range of basic structures

- Use subject/verb agreement with some degree of accuracy (1)
- Use past tense with some degree of accuracy (2)
- Use a number of common conjunctions to link ideas between sentences (3)
- Use introductory *there* (4)
- Use pronoun reference chains to describe people and things (5)
- Use a range of modals (6)
- Use a limited range of sequencers (7)

Demonstrate a developing control of the basic conventions of written English

- Use basic punctuation marks accurately to indicate sentence and clause units (full stop, question mark, comma)
- Spell a range of common words appropriately

Comment

The text presents a clear recount of an event of personal significance and shows an understanding of the appropriate structure for a recount – an orientation followed by record of events. Events are listed in order and sequence clearly indicated by the use of a limited number of temporal devices. The text illustrates an understanding of the role of topic sentences, although this has involved the student in some degree of repetition. The language is simple, and consists largely of sentences involving a subject, verb and object. There is some attempt made to link ideas, mainly by using ‘and’, and one example of a relatively sophisticated construction ‘After having the treat, we ...’. This student has satisfactorily demonstrated Stage 2 outcomes.

Annotated Texts illustrating Stages in the primary English syllabus

Stage 2 Good Recount

A SAD DAY

It was a sunny day and the day was very hot. Me and my family decided to go to Villigili. But my father didn't agreed to go to the Villigili and told that he will take us to the artifisal beach next friday

1 It was the next friday. My mother called me in the early morning. She had a basket of sandwiches and told to get ready to go to the artifisal beach. Quickly I went to the toilet and wash my face and packed my ball and went out. I got in to my father car. 2

3,4 When we reached there it was very nice. 5

7 First we had our breakfast, after that me and my sister went for swimming my little sister is a beginner of swimming. 6

5 she went without his her kick board. She went forer and forer suddenly she started to drown. The life gaurds went and saved her about it was late. We took her to the hospital and the doctor gave her an iede injection and addmitted her. We all were very sad

Communicate on a number of familiar topics through writing simple creative and factual texts in response to classroom demands

- Write simple recounts using appropriate structure, based on personal experience

Demonstrate awareness of common formats required by class texts

- Recognise that texts with different purposes have different structures
- Recognise and use appropriate structures for specific purposes: eg
 - recount: orientation/events

Organise information into simple coherent paragraphs

- Write simple paragraphs developing a single idea
- Use topic sentences to introduce the topic of a paragraph

Write texts using a developing range of basic structures

- Use subject/verb agreement with some degree of accuracy (1)
- Use present and past tenses with some degree of accuracy (2)
- Use simple dependent clauses in complex sentences (3)
- Use a number of common conjunctions to link ideas between sentences (when, because, before, after, but) (4)
- Use pronoun reference chains to describe people and things (5)

Annotated Texts

illustrating Stages in the primary English syllabus

- Uses articles with count and mass nouns with variable degrees of accuracy (6)
- Use a limited range of sequencers (7)

Demonstrate a developing control of the basic conventions of written English

- Use basic punctuation marks accurately to indicate sentence and clause units (full stop, question mark, comma)
- Spell a range of common words appropriately

Comment

The text is a recount and is structured appropriately, although some of the information presented at the beginning of the text is not necessary; for example, the first paragraph could be omitted, so that the recount starts with relevant information regarding the excursion to the Artificial Beach.

Paragraphing is appropriate, as is the use of topic sentences.

The text uses the past tense appropriately and with a high degree of accuracy. There are a number of complex and compound sentences which use appropriate logical linkers. The text is also sequenced appropriately. Article use is generally accurate.

In general, this text demonstrates the attainment of Stage 2 outcomes above the minimum standard expected.

Annotated Texts
illustrating Stages in the primary English syllabus

Stage 2: Excellent
Narrative

Oneday I was walking along the road on my way back from school. I saw a mysterious house. The house was very old. I went and opened the door. I saw an old woman sitting on a chair. She was knitting something. The old lady had a big round nose. She had big eyes. The old lady smiled⁽¹⁾ at me. She had grey teeth. I went closer to her. She told me that she can't see well. She can only see a little bit ^{when there is} of bright light. She asked me whether⁽²⁾ I can help her to drink some water. She showed me where the dining room was. So I went and brought a glass of water. I helped her to drink the glass of water. She thanked me. The old lady gave me a golden bracelet. I wore it. She told me, "Now it's getting late. It's going to be 7 o'clock. Your parent's will be looking for you now." So the little girl went home happily. I showed the golden bracelet to my mother. My mother wanted to know the old lady. So the next morning me and my mother set off to go^{to} the house. ^{we} I went, but ^{we} I couldn't find the house. So we went home and thought of it a lot. But after that I couldn't find the house anymore.

Annotated Texts illustrating Stages in the primary English syllabus

Context:

The student was given the opening lines: *One day I was walking along on my way back from school. I saw a mysterious house.*

Communicate on a number of familiar topics through writing simple creative and factual texts in response to classroom demands

- Write simple narratives using appropriate structure

Demonstrate awareness of common formats required by class texts

- Recognise and use appropriate structures for specific purposes: eg narrative: orientation/complication/ resolution

Write texts using a developing range of basic structures

- Use subject/verb agreement with some degree of accuracy (1)
- Use present and past tenses with some degree of accuracy (2)
- Use a number of common conjunctions to link ideas between sentences (when, because, before, after, but) (3)
- Use pronoun reference chains to describe people and things (4)
- Use direct speech in narratives (5)
- Use a range of modals (6)

Demonstrate a developing control of the basic conventions of written English

This is shown when students:

- Use basic punctuation marks accurately to indicate sentence and clause units (full stop, question mark, comma)
- Use quotation marks to indicate direct speech
- Spell a range of common words appropriately

Comment:

The student has written a simple narrative demonstrating an understanding of basic narrative structure: orientation, complication, resolution. The text consists mainly of simple subject/verb/object sentences, but the student is able to relate ideas and events to each other using a limited range of logical markers (so, but, and). More complex sentence structures are seen in the use of reported and direct speech. A range of common regular and irregular past tense verbs are used appropriately.

This student is achieving above the level expected in Stage 2, and is working towards Stage 3 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

Stage 3: Working Towards Stage
Recount

Sunday 28 th March 2004		No:	Date:
(One Stormy Night...)			
<p>One stormy night the winds blew strongly, the rain poured heavily and the sea was very rough. I was walking in the roads, I was shivering, the roads were empty. I was the only one in the roads. I was only wearing a blanket and a sleeveless blouse, a pink shorts. The blanket flew away. My hands were frozen. I couldn't move. I stood there more than a hour.</p> <p>Meanwhile in my house. My mother said "Look at the time, she is supposed to be, here at 7'o clock, but it is 11'o clock". My father came out and said "A storm is going on and if he is there on the road". My mother said "She took only a blanket, a she was wearing a sleeveless blouse and a pink short. My father said "Wear your fur coat and I'll wear my cheetah coat and come we'll go and find her".</p> <p>My father and mother first went to my school, but I wasn't there. They went searching the roads. My parents came near were were I was sit standing. My parents called "Amrutha, Amrutha are you here." I shouted "Mom and Dad I am here!" My parents came and took me home. The next day I had fever, but still I took a walk around my house. I saw a big tree. Had fell down. My mother said "You should take all the things needed. I very happy, because I was saved.</p>			

Communicate using a range of text types appropriate to the purpose of the communication on a variety of familiar topics

- Present a logical sequence of information in recounts (eg biographies, newspaper articles, experiments)

Annotated Texts

illustrating Stages in the primary English syllabus

Write a variety of texts using appropriate structure and demonstrating some logical organisation and consistency

- Use a number of identifiable stages in common text types
- Link paragraphs together using simple linking expressions (first, second, another) and content links

Write paragraphs which show some degree of logical organisation and consistency

- Write logical paragraphs developing a distinct idea
- Write clear topic sentence indicating topic of paragraph

Write texts using an increasing range of structures and demonstrating overall cohesion and coherence

- Use simple linking expressions in sentences
- Combine simple sentences using common conjunctions and relative pronouns (complex and compound sentences)
- Use a range of sequencers of time (when, while, as soon as, in the meantime)
- Use reference chains within and between sentences
- Use basic tenses (present simple, past simple, will & going to for future use, present perfect, past and present continuous, past perfect) with some degree of accuracy
- Use direct and indirect speech appropriately in narratives

Comment:

The text is in the form of a recount, which describes a series of events. The events are generally clearly structured and sequenced, but the ending is somewhat problematic: the purpose of the fallen tree and the meaning of the mother's comment (*You should take all things needed*) are not clear. Paragraphing is generally appropriate, with the exception of the last paragraph, which could appropriately be divided. Paragraphs are linked by content links.

While this text demonstrates an appropriate standard with regard to text structure, the language used is simple and does not display the level of complexity expected at Stage 3. The text is mainly composed of short sentences, some of which are combined using simple linkers (and, but). Very few dependent clauses are used. Temporal sequence is indicated through sequencers (meanwhile, then, first). Tense use is largely appropriate. Simple direct speech is used appropriately. Punctuation is inconsistent. Overall, the writer needs to use a greater range of complex and compound sentences and consequently a greater range of linkers, together with improved punctuation to demonstrate the level appropriate for Stage 3.

Annotated Texts
illustrating Stages in the primary English syllabus

Stage 3 Satisfactory
Narrative

Write a composition on one of the following topics (180-200 wds).

Complete this story.

One day I was walking along the road on my way back from school. I saw a mysterious house. It was a really creepy house. The curtains were moth eaten. The (1) house was ruined. As I looked at it, I knew it had been there for a long time. A shiver ran down my body. I tried to think of something else and continued my way. But something stopped me. There was a small light. It was a candle. The candle flickered for a while and it went off. I was really confused. I couldn't get (2) it out of my mind. I thought for a while. I knew I was scared. But I just couldn't help finding out what was inside the house. So I gathered up my courage and (3) stepped on the door step. I closed my eyes and pressed the doorbell. I realized my legs were shaking. I scolded myself (1) for getting so nervous. I ~~opened~~ waited and rang the bell for about 5 times. When nobody answered I pushed the door. To my surprise there was a small girl. The moment I saw her all my fears went away. The girl was scared to death. I sat near her and tried to calm her. I introduced myself. She told me that her parents died when she was only one year. So the only place she found ~~was~~ was the old house. I (4) felt ~~very~~ ~~very~~ ~~very~~ really sorry for her. I promised her I will (3) take her to my house the next morning. I went home happily knowing that I was helping someone. (6)

Annotated Texts

illustrating Stages in the primary English syllabus

Context:

Students were asked to write a story commencing with the following sentences: One day I was walking along the road on my way back from school. I saw a mysterious house.

Communicate using a range of text types appropriate to the purpose of the communication on a variety of familiar topics

- Write a narrative showing clear plot development and some characterisation or write from the point of view of a specific character

Write a variety of texts using appropriate structure and demonstrating some logical organisation and consistency

- Use a number of identifiable stages in common text types (eg narratives, recounts, reports, explanations, processes)

Write texts using an increasing range of structures and demonstrating overall cohesion and coherence

- Use a range of logical and temporal linkers to indicate the relationship between clauses in a sentence (1)
- Combine simple sentences using common conjunctions (2)
- Use noun clauses (that clauses) after verbs of saying and knowing (3)
- Use reference chains within and between sentences (4)
- Use basic tenses (present simple, past simple, will & going to for future use, present perfect, past and present continuous, past perfect) with some degree of accuracy (5)
- Use direct and indirect speech appropriately in narratives and recounts (6)

Make use of planing, discussion and reflection to improve the writing process

- Redraft to improve readability (make changes to order of sentences and paragraphs, substitute more effective words) (7)
- Proofread for clarity and accuracy of meaning (8)
- Select the appropriate text type to present information

Comment

The text presents an appropriately structured narrative written from a specific point of view and displaying a limited focus on character development. The language is still quite simple, with a preference for numerous short subject/verb/object sentences, but some attempt has been made to use more complex constructions, notably towards the end of the text. Tense use is largely appropriate. The text also displays a degree of sophistication in its choice of vocabulary, which helps to make up for the simplicity of its sentence structure.

Finally, the text shows evidence of a process of proof-reading and correction.

This text demonstrates the satisfactory achievement of Grade 3 outcomes.

Annotated Texts
illustrating Stages in the primary English syllabus

Stage 3 Good
Recount

AN EMBARRASING SITUATION

① → One day I went to a shop called "Fairy tales to buy a book for my sister I went to shop and found so many story books. But none at all which could suit my little sister who was only two years old.

② → I searched all over the bookshop and found a story book which was covered in dust. I took it and sneezed and then a great amount of books came down. The shop keeper glared an angry glare to me. And at that moment I felt awkward about the incident that just happened.

③ → Every one else also was looking at me wide-eyed for what I have done. The shop keeper was very angry with me. Feeling embarrassed I went to the counter and the shop keeper ~~said~~ said "Don't come to this shop again you made a terrible mess."

④ → After that embarrassing incident I didn't go anywhere without my parents.

Communicate using a range of text types appropriate to the purpose of the communication on a variety of familiar topics

- Present a logical sequence of information in recounts (eg biographies, newspaper articles, experiments)

Write a variety of texts using appropriate structure and demonstrating some logical organisation and consistency

- Use a number of identifiable stages in common text types (eg narratives, recounts, reports, explanations, processes)
- Link paragraphs together using simple linking expressions (first, second, another) and content links

Write paragraphs which show some degree of logical organisation and consistency

- Write logical paragraphs developing a distinct idea

Annotated Texts

illustrating Stages in the primary English syllabus

- Write clear topic sentence indicating topic of paragraph (Pollution is damaging our environment in several ways.)

Write texts using an increasing range of structures and demonstrating overall cohesion and coherence

- Combine simple sentences using common conjunctions (complex and compound sentences) (1)
- Use relative clauses to define the head noun (2)
- Use a range of sequencers of time (when, while, as soon as, in the meantime) (3)
- Use basic tenses (present simple, past simple, will & going to for future use, present perfect, past and present continuous, past perfect) with some degree of accuracy (4)
- Use direct and indirect speech appropriately in narratives and recounts (5)
- Use articles with count and mass nouns with some degree of accuracy (6)

Comment

This text is illustrative of a student who is achieving Stage 3 outcomes well. The recount is appropriately staged and paragraphed, and the sequence of events is clearly indicated by a variety of temporal and other devices. A number of tenses are used for different purposes with a reasonable degree of accuracy. Both complex and compound sentences are used appropriately. Singular and plural nominal groups are also used appropriately.

Stage 3 Above expectations

Recount

One day, when I was on a cruising trip with my friends, I was telling my friends that I knew how to scuba dive. They didn't know that I was only boasting. They thought that I really scuba

also wanted to scuba dive. I told them that I was a diving instructor. So my friends decided to go to a resort to find an scuba diving instructor who could help them learn.

reached a resort it was 8 o'clock in the night. We decided that it would be better if we slept in the boat other than sleeping in a room because it would cost a lot. The next day we ~~talked~~ talked with the manager of the

y taking a scuba diving lesson. The manager agreed and resort about on
would cost 20\$ (dollars) each which would be said that it
200 → Rf200 each.

I said that I also wanted to improve my scuba diving. ^{So} me and my friends ~~took~~ went to the instructor. The instructor heard my friends talking to me ~~about~~ about scuba diving and that I could scuba dive well.

The instructor asked me to scuba dive a little till the other my friends learn tit to scuba dive on their own.

feeling As I wandered deep it into the sea I was f
d I didn't scared. Suddenly the air in the tank went out. In
~~a while,~~ know how to get up. The instructor ~~not seeing me for~~
seeing me ~~he was~~ ~~really~~ was really worried for not s
me trying for some time. So he wandered bellow to see
~~me to~~ to go up. The instructor took me up to abn
d from the beach. I felt felt really awkward ar
gain. that moment on a never boasted a

Annotated Texts

illustrating Stages in the primary English syllabus

Communicate using a range of text types appropriate to the purpose of the communication on a variety of familiar topics

- Present a logical sequence of information in recounts (eg biographies, newspaper articles, experiments)

Write a variety of texts using appropriate structure and demonstrating some logical organisation and consistency

- Use a number of identifiable stages in common text types (eg narratives, recounts, reports, explanations, processes)
- Link paragraphs together using simple linking expressions (first, second, another) and content links

Write paragraphs which show some degree of logical organisation and consistency

- Write logical paragraphs developing a distinct idea
- Write clear topic sentence indicating topic of paragraph (Pollution is damaging our environment in several ways.)

Write texts using an increasing range of structures and demonstrating overall cohesion and coherence

This is shown when students:

- Use a range of logical and temporal linkers to indicate the relationship between sentences and between clauses in a sentence (1)
- Combine simple sentences using common conjunctions (complex and compound sentences) (2)
- Use relative clauses to define the head noun (3)
- Use relative clauses to add information (4)
- Use noun clauses (that clauses) after verbs of saying and knowing (I said that I wanted to go; He knew that I could swim) (5)
- Use a range of modals (6)
- Use basic tenses with some degree of accuracy

Make use of planning, discussion and reflection to improve the writing process

- Select the appropriate text type to present information

Comment

This text demonstrates a clear control of the structure of a recount and an ability to use language efficiently and effectively to convey a message. Logical and temporal linkers are used to construct a clearly sequenced text in which the relationship between different ideas is clear. Relative clauses are used appropriately, and the writer uses a range of those clauses to indicate what he is saying and thinking. Complex conditional statements are also used.

This text illustrates an achievement above that expected in Stage 3, and representative of what is expected in early Stage 4.