

Learning English: Achievement and Proficiency (LEAP)

LEVELS 7–10 LANGUAGE



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WRITING	Level 7	Level 8	Level 9	Level 10
<p>CREATING TEXTS</p> <p><i>See also overviews of Text types forms and functions for more detailed descriptions of expectations for various genres</i></p>	<p>Independently composes elementary genres having a number of stages or a series of events. In these texts they:</p> <ul style="list-style-type: none"> • support ideas with some detail and elaboration • begin to organise text into paragraphs, that are mainly focused on one idea or a set of similar/related ideas. Paragraphs often reflect the stages of the text type, eg a narrative may be broken into three paragraphs: one for the setting/orientation; one for the events/complication; and one for the resolution • begin to choose vocabulary appropriate to the purpose and context 	<p>Independently composes elementary genres including structural features appropriate to the type of text and task in simple logical order. In these texts they:</p> <ul style="list-style-type: none"> • organise text in simple, logically ordered paragraphs that are mainly focused on one idea, subtopic or event and begin to write topic sentences • use language features to create coherence and add detail to their texts <p>Composes more developed genres with the aid of questions or headings to frame the text</p>	<p>Independently composes a variety of logically ordered texts for different purposes and audiences. In these texts they:</p> <ul style="list-style-type: none"> • demonstrate an increasing control of paragraphs by writing in longer (more elaborated), logically ordered paragraphs that are mainly focused on one idea, subtopic or event and have a simple topic sentence and supporting details • select specific vocabulary and use language features to extend ideas, eg to develop and explain a point of view 	<p>Writes detailed, logically ordered texts, elaborating on key ideas with specific details for a range of purposes and audiences. In these texts they:</p> <ul style="list-style-type: none"> • select structural elements to suit the purpose • appropriately construct more developed introductory paragraphs and topic sentences that help the reader predict what is to come and provide a basic concluding paragraph • use more formal and extended language features to report ideas and information and express opinions • make considered choices from an expanding vocabulary to enhance cohesion and structure

GRAMMAR: Whole text level	Level 7	Level 8	Level 9	Level 10
	COHESIVE DEVICES			
<i>Reference (such as pronouns and demonstratives/ pointers)</i>	Mostly uses pronouns accurately and unambiguously to link objects or people across the text	Uses pronouns accurately to: <ul style="list-style-type: none"> • mostly unambiguously track multiple people, places and objects • begin to refer back to things to carry an idea forward: <i>his ration was 3 kg beef, 3 kg flour, 1.3 kg maize meal and ... This was ...</i> 	Uses reference items appropriately in longer complex factual genres such as explanations to maintain flow: <i>the woodchips are mixed with water to make a pulp. This pulp is ...; In the middle of 1852 gold mining licences were introduced. These licences ...</i>	Uses reference items with nominalisations or summarising nouns to compact and carry forward information: <i>earthquakes occur when the plates move. This movement ...; Canteens have a traffic lights method: green light foods are ..., orange light ... and red light ... This method is ...</i>
<i>Text connectives</i>	Uses simple, everyday text connectives formulaically to organise texts and show logical sequence of paragraphs and sentences: <i>then; so; but; and; next; firstly; secondly; thirdly</i>	Uses simple, everyday text connectives to begin paragraphs and sentences to show logical connections: <i>first; at first; after; after that; today; but; next time; in the end; also</i>	Begins to use less common, more written-like text connectives to organise the stages of the text and show some logical connections: <i>firstly; in addition; finally; in conclusion; also; first; at first; now; instead; on the other hand; however; therefore</i>	Uses 1–2 alternatives to organise stages of the text: <ul style="list-style-type: none"> • alternatives to text connectives: <i>another argument</i> instead of 'secondly' • rhetorical questions: <i>'What about the animals?'</i> Uses more written-like text connectives to logically connect paragraphs and sentences: <i>in addition; for example; for instance; therefore; consequently</i>
<i>Sentence openers</i> – Orientation to the message adverbs/adverbial phrases (circumstance of time and/or place and beyond, eg manner) subordinate clauses (of time and condition)	Begins to use some alternative elements as sentence openers: <ul style="list-style-type: none"> • procedure: 1–2 simple circumstances: <i>Carefully, cut</i> • adverbial phrases to express circumstances of time and/or place to begin paragraphs at key stages of texts: <i>After a while; On 13 May 1787</i> • 1–2 examples of either 'when', 'after' or 'if' subordinate clauses: <ul style="list-style-type: none"> – 'when' in narratives and explanations: <i>When I woke up, I was not in my bed anymore; After I finished breakfast, I went for a walk; When a volcano erupts, it starts to spurt out with bits of lava</i> – 'if' in explanations and arguments: <i>If a volcano erupts it ...; If you spend your money sometimes, that's OK</i> 	Uses some alternative elements as sentence openers: <ul style="list-style-type: none"> • procedure: 1–2 simple circumstances: <i>With your hands, mix</i> • adverbial phrases to express circumstances of time and/or place to help stage the text and occasionally within paragraphs in recounts and explanations: <i>On Sunday; The next day; On the beach; Back home</i> • subordinate clauses with 'when' and 'after' or 'if': <ul style="list-style-type: none"> – 'when/after' in narratives and explanations: <i>When he arrived in NSW, he ...; After it is cleaned, it ...</i> – 'when/if' in explanations and arguments: <i>If the surface is smooth, the car ...; If/when you buy expensive things, ...</i> 	Chooses starting points of the sentence to give prominence to the messages of the text as appropriate to the genre using: <ul style="list-style-type: none"> • more specific and formal circumstances of time and place to locate events on a timeline in historical recounts, biographies and reports: <i>On December 3 1854; By 1868; In his lifetime; On Mars</i> • subordinate clauses beyond 'when'/'if' <ul style="list-style-type: none"> – in recounts and narratives to denote time: <i>After we collected the data, we learnt new things about chance; Before the first wharf was built, ships were tied to the Leichhardt Tree</i> – in arguments and explanations with <i>if, when and to (meaning in order to): If you were your child, wouldn't you want ...; To get the light, we tried at least five different ways</i> 	Chooses starting points of the sentence to effectively orient the reader to the messages of the text: <ul style="list-style-type: none"> • 1–2 circumstances beyond time and place, typically manner: <i>With money, you can go on holidays; Slowly, they...</i> • subordinate clauses with a wider range of conjunctions <ul style="list-style-type: none"> – in recounts and narratives to denote time: <i>Once it is time to practise the play, she gets ...</i> – in arguments and explanations to denote: <ul style="list-style-type: none"> – condition: <i>When a child comes home to their parents, they ...; If he hadn't discovered penicillin, it ...;</i> – reason (cause): <i>Because there was no work, they decided ...; In order to increase the population, the Australian Government ...</i>
passive voice (to focus on the 'done to' rather than 'do-er')	May occasionally use passive voice as modelled in a learning area topic: <i>The mail was delivered in different ways; Government House was built in 1927</i>	Begins to use passive voice to maintain topic focus: <i>James Richardson was punished in 1790. He was given 50 lashes</i>	Uses passive voice to maintain topic focus: <i>30 miners were killed; Many Chinese miners had been sent by wealthy merchants; Wolfgang and his family were taken by police to a refugee camp</i>	
abstractions (through nominalisation)	Thread begins at Level 9		Begins to use nominalisations to shift the focus from people to abstractions: <i>My prediction; In anger the miners... rather than 'I predict' or 'the miners were angry'</i>	Uses nominalisations to shift from a focus on people to one of abstraction: <i>His major discovery; Our hypothesis; Obesity is caused by ...</i>

GRAMMAR: Sentence level	Level 7	Level 8	Level 9	Level 10	
	SENTENCE STRUCTURES				
<i>Simple sentences</i>	Writes generally accurate and more developed simple sentences with more elaboration by adding circumstances and/or expanding noun groups: <i>Many years ago mail was delivered in many different ways; Now you can see a little yellow bean on the side of the stem; The yabby's small arm is growing to its natural size; Jake was a medium-sized boy with brown hair and green eyes</i>			Begins to vary length and structure of sentences for effect	
<i>Compound sentences</i> coordinating (linking) conjunctions	Writes generally accurate compound sentences to express and combine ideas through a range of coordinating (linking) conjunctions: and; and then; but; or; so : <i>We get our mail delivered by motorbike but sometimes we have to get messages by phone or email as well; We need food and water to survive so you shouldn't spend money on toys all the time; Just imagine going back and doing something you love such as going to a theme park, having a party or even just doing something fun at school; The Chinese claimed the best digging spots but the Victorian government wanted to force them out</i>				
<i>Complex sentences with subordinate clauses</i> subordinating (binding) conjunctions	Writes basic complex sentences using: <ul style="list-style-type: none"> common subordinating conjunctions: because; if; when; after: <i>The Governor does all the jobs for the Kings and Queens of England because they don't live here; If you touch an object that's hot, heat will go into you; When a volcano erupts, it starts to spurt out with bits of lava</i> 	Writes more developed complex sentences using: <ul style="list-style-type: none"> subordinating conjunctions to show more complex relationships of time: after; when; until; as; while: <i>Walk ahead 80 steps until you are beside the tuckshop; While we were reading Storm Boy, we also were doing some school work; After he had served his seven years as a convict, he joined the New South Wales Corps in 1792</i> 	Writes complex sentences to effectively develop and expand ideas using: <ul style="list-style-type: none"> subordinating conjunctions to show more complex relationships of time and cause/effect: because; when; after unless; if; so that; as; until: <i>'Got ya,' growled the dogcatcher as he shoved the puppy into the cage; When Lily walked in the door, her dad was sitting at the table with his head in his hands; The light reflected on each book until it got to my eye</i> 	Writes a variety of complex sentences to effectively elaborate, extend or explain ideas using: <ul style="list-style-type: none"> less common subordinating conjunctions: while; until; once <ul style="list-style-type: none"> including those that show manner: as and concession: although; even if; even though 	
non-finite clauses infinitive 'to + verb' form , meaning 'in order to' '-ing' form of verb often following conjunctions 'by' or 'for'	<ul style="list-style-type: none"> basic, 'spoken-like' non-finite clauses with varying accuracy: <i>It has big ears to hear; I see the yabbies playing dead or resting; Just imagine going back and doing something you love such as having a party; I went with two families, including my own; The column chart and bar chart are best for comparing data; They would die by being burnt; You can trap heat by wearing clothes</i> 			<ul style="list-style-type: none"> more 'written-like' non-finite clauses (beginning to use): <i>He is famous for establishing the Cremorne Gardens; Other settlers came to start cattle properties and to open shops; To get the light, we tried at least five different ways; There are over 1200 varieties of watermelon, ranging from less than a pound, to up to 200 pounds and over!</i> 	<ul style="list-style-type: none"> more 'written-like' non-finite clauses: <i>I figured out the missing spaces by adding/subtracting the numbers on the other side; Buildings crumble, leaving debris all over the affected area; To test if the cover does make a difference, you could water the plants by the same amount; 'I didn't steal it,' I said, trying to sway her attitude</i>
relative clauses	Thread begins at Level 8	<ul style="list-style-type: none"> relative pronouns (which) but with varying accuracy: <i>It has meat in its body, which the shark feeds on</i> <p>(Note: begins to use as embedded clauses – as qualifiers in noun groups. See noun groups – adding details after the key noun.)</p>	<ul style="list-style-type: none"> relative pronouns (which) with varying accuracy: <i>Then multiply five and six, which equals thirty; A net-type beak has a pit in it, which can carry things</i> 	<ul style="list-style-type: none"> relative pronouns (who, which and where) with greater accuracy: <i>They stopped at Freemantle with cliffs and rolling green hills and white buildings, which gave them a great first impression; The lightest ball (which is the yellow/orange ball) will bounce the highest; I am distressed for my friend, Hope Jameson, who was separated from her family; There was a Federal convention in Sydney, where they drew up a draft constitution</i> 	

GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	VERBS AND VERB GROUPS			
Vocabulary	Developing an increasing range of verbs to express more specialised learning area content and/or precise shades of meanings		Chooses vivid verbs for effect and/or more technical verbs to express more precise discipline-specific meanings, sounding more expert and adding credibility	
<i>Representing different processes</i> action/doing	Makes choices beyond everyday/spoken to express action/doing: the sun was rising ; they built Government House; machines destroyed their homes; look after our environment Begins to choose verbs to affect the reader: tiptoed (instead of <i>walked</i>)	Uses more specialised, precise choices to express action/doing: one yabby shed its skin; he travelled by ship and arrived on 26 January 1788; we soon settled in ; the convicts received ...	Choices to express action/doing begin to create more effective description and/or imply emotion to affect the reader : it was wobbling from side to side; the cans toppled ; Lily stormed off ; the door swung open	Choices to express action/doing create an appropriate level of formality and precision and/or create imagery : she placed the bowl on the tray; she attends Baringa East; our ball ramp was constructed correctly and produced good results; buildings crumble
mental thinking, feeling, perceiving, sensing to represent inner processes	Uses thinking/feeling, perception and sensing verbs : I can easily see that the blue was the most popular; I think that ...; they thought ...; we now know ; this part reminds me of; he would forget she was there	Chooses more 'specialised' thinking/feeling, perceiving and sensing verbs: he wanted to spread Christianity; I hope you choose it; he hadn't noticed ; Lily hoped her dad would be upstairs; they decided to go ; I will observe the temperature; I disagree		Chooses mental processes for more precision and to add shades of meaning : I still remember ; people could enjoy new goods; I suppose you wish to tell me something; believe me; it doesn't convince her; she prefers it
relating being (am, is, are, was were, will be) having (have, has, had, will have) causing (made)	Describes and informs using (as for Level 6): • being: 1–2 synonyms for verb 'to be' : a wombat looks like a small bear; a boat called the Pinky Winky; they can both equal the same number • simple causing : it made me think	Describes using some variety to express relationships using : • synonyms beyond verb 'to be' : it is called the 90 Mile Beach; the gardens became popular; it had grown into a successful town; they could remain patient; each angle looks the same; Nigeria is made up of 90% desert • 1–2 synonyms for simple verb 'to have' : next time we could include more markers; most children own too many toys and games • 1–2 causing verbs beyond simple (made) with varying accuracy : I think that was caused by the pressure building up ; these licenses caused a lot of crime; stomach ulcers cause nausea and vomiting; air is not effected ('affected') by gravity		Choices provide more precise shades of 'being' and 'having' : it sounded very inviting; their problems included ...; bushrangers are known to be lawbreakers; foxes belong to the same family; it is considered a pest Uses some causing with greater accuracy : this could mean animals will be endangered ; technology lets us communicate ; the amount of light affects how well plants grow ; they were affected by drought; obesity can cause diabetes; money can lead to greed; earthquakes can bring heartbreak, grief and tears
saying to represent interaction	Uses simple, everyday verbs : the message says look after our environment; I will tell you all about it; she told me to keep her; 'Mum, can I go to the fair,' Sally asked ; 'here's your money,' said Mum		Choices begin to create more effective description and/or imply emotion to affect the reader: 'Got ya,' growled the dogcatcher; 'I'll be there in a few minutes,' Jake replied ; 'you can't! ' screamed Dad	Choices create an appropriate level of formality: our school has been discussing the topic of money; 'please,' I started ; it is often argued that ...

GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	VERBS AND VERB GROUPS			
Grammatical accuracy	Thread ends at Level 10			
<i>Expanded verb groups</i> negatives modals	Shows control of modals and negatives: <i>they would die; they wouldn't have anywhere to live; you shouldn't spend money; I was not in my bed</i>	Thread ends at Level 7		
multi-word verb groups	Uses multi-word verb groups to begin to express shades of meaning: <ul style="list-style-type: none"> phrasal verbs: look after <i>our environment</i>; I woke up that provide details of timing: it starts to spurt 	Uses multi-word verb groups to convey modality and combine mental and action processes: <i>a male convict was supposed to receive ...; the two families decided to go; he wanted to spread Christianity</i>	Uses multi-word verb groups including details of timing/duration: <i>she wasn't going to give up; it would not need to eat or drink; kids don't want to get teased or bullied; you don't like being begged; he was about to start playing</i>	
<i>Tense</i> simple elaborated	Shows control of simple present, simple past and simple future tense and correctly forms past tense to most common irregular verbs: woke; said; told; made Uses elaborated tenses: <ul style="list-style-type: none"> mostly accurate for '-ing' continuous (ongoing) forms: <i>the sun was rising; the days are getting</i> beginning to use '-ed/en' perfect (completed) form: <i>I never seen a place like this in my life</i> 	Employs a range of tenses appropriately most of the time , to represent processes in more complex time relationships, using combinations of simple and elaborated tenses: <i>We went (simple past) on holiday because we were getting (past continuous) bored back home. It was different because we had settled in (past perfect) at Kalbarri. <i>When Lily walked (simple past) through the door, dad was sitting (past continuous) at the table with his head in his hands. The good thing was he hadn't noticed (past perfect).</i> Occasional errors in more complex relationships: <i>The day after we had a rather quiet day as it was (instead of had been) a big day yesterday. One of the things that is (instead of was) quite interesting in my life until then was that one day ...</i></i>	Adjusts tense in a text if required using: <ul style="list-style-type: none"> simple present tense to represent 'timeless' happenings: <i>bears hibernate</i> continuous present for ongoing event: <i>bears are becoming extinct</i> Chooses and forms complex verb groups with only an occasional error when expressing complex meanings such as relationships of time and passive constructions: <i>Lily moved into a new suburb called Elizabeth Grove but the school wasn't built (instead of hadn't been built) yet.</i>	

GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES			
Vocabulary	Includes more precise details of circumstances selecting more delicate and specialised vocabulary to express specialised learning area content and/or precise shades of meanings		Includes more precise details of circumstances selecting more delicate and specialised vocabulary to express more technical, discipline-specific content and/or to sound more expert and add credibility	
<i>Expressing details surrounding the process</i> place – where? time – when?	<ul style="list-style-type: none"> • place: <i>in the hills; out the window; in Government House; in a swamp; all over the world; in your lungs; out of the cages; beside the library; on the way there</i> • time: <i>today; after a while; every two years; on 13 May 1787; for the same amount of time</i> 		<ul style="list-style-type: none"> • place: <i>into the distance; to the right; on his property</i> • time: <i>in his lifetime; by 1868; immediately; after a period of time</i> 	<ul style="list-style-type: none"> • place: <i>on a sunny window sill; 15 km south-southwest from the city centre</i> • time: <i>during her work on DNA; for quite some time; eventually; five years before Federation</i>
manner – how? quality (in what way/ manner?) means (by/ with what means?) comparison (compared to what?) – begins at Level 9	<ul style="list-style-type: none"> • manner: <ul style="list-style-type: none"> – quality: <i>easily; in many different ways</i> – means: <i>by push bike</i> 	<ul style="list-style-type: none"> • manner: <ul style="list-style-type: none"> – quality: <i>slowly, in a diagonal direction</i> – means: <i>measure with the thermometer; marked on the map with symbols</i> 	<ul style="list-style-type: none"> • manner: <ul style="list-style-type: none"> – quality: <i>quickly; suddenly; casually; peacefully; with his head in his hands</i> – means: <i>by ship; with your thumb and pointer finger</i> – comparison: <i>like them; built like a tower</i> 	<ul style="list-style-type: none"> • manner: <ul style="list-style-type: none"> – quality: <i>in an annoyed voice; in peace; at the correct height and angle</i> – means: <i>without money; through the discovery of what DNA looks like</i> – comparison: <i>like kids my age</i>
cause – why? behalf (for whom/on whose behalf?) reason (for what reason?) purpose (for what purpose?)	<ul style="list-style-type: none"> • cause: <i>for the Governor and his family; for the government</i> 		<ul style="list-style-type: none"> • cause: <i>in return; because of this</i> 	<ul style="list-style-type: none"> • cause: <i>for land rights; for their major role in extracting penicillin; due to several factors</i>
role – as what?	Thread begins at Level 10			<ul style="list-style-type: none"> • role: <i>as an assistant; as members of a single Australian community; as a farm labourer</i>
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 7	Level 8	Level 9	Level 10
	NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES			
Vocabulary	Choices of nouns and expansion of noun groups provide more specialised, precise meanings to create detailed and accurate descriptions		Creates elaborate noun groups to build rich description and sound more expert and credible	
	Key nouns beginning to shift from concrete people and things to abstract ideas through nominalisations			
<i>Key nouns (the things central to the noun group)</i>	Uses more specialised key nouns: <i>volcano; lava; container; environment; awards and medals; swamp</i>	Uses more precise discipline-specific key nouns: <i>lagoon; dune; fabric; pathways; convict; labourer</i>	Chooses key nouns to refer to the thing in a range of ways across a text, showing: <ul style="list-style-type: none"> more delicate meanings: <i>dog; puppy; mutt; rascal</i> more specialised meanings: <i>settlers; township; mill</i> 	Chooses key nouns to sound more expert and credible: <i>counsellors; community; debris; disaster</i>
nominalisations	Uses 1–2 topic specific nominalisations as key noun: <i>eruptions</i>	Uses nominalisations to express more specialised and abstract meanings: <i>transportation; pollution; connection; prediction; violence; growth; payment</i> Begins to use 1–2 common nominalisations to express cause: <i>reasons; results</i>		Chooses nominalisations to sound more expert and credible: <i>fitness; destruction; policy; rights; source</i> Uses 1–2 less common nominalisations to express cause: <i>several factors; an enormous effect</i>
<i>Adding details in front of the key noun</i>	Added elements provide more detailed descriptions using: <ul style="list-style-type: none"> describers: <i>important visitors; one large and six medium smartie packets; the red hot mega bite of lava; massive roots</i> classifiers: <i>push bike; the first motor buses; Government House; the natural environment</i> 	Added elements provide more detailed descriptions using: <ul style="list-style-type: none"> describers to create more precise images: <i>gorgeous lakes; cool lagoons; wild winds; a rather quiet day; the rough surface; straight edge</i> classifiers: <i>a corner shop; a theme park; 195 male convicts; 1.3 kg maize meal; the cotton bag; the plastic bag; a fresh water crayfish</i> 	Chooses elements to build rich description and/or to sound informed appropriate to the purpose and audience using: <ul style="list-style-type: none"> describers: <i>scrunched-up balls of paper; successful sugar town</i> classifiers: <i>commercial sugar mill; the Victorian government; rectangular prism; square-based pyramid</i> 	Chooses elements to build rich description and/or to sound more expert and credible appropriate to the purpose and audience using: <ul style="list-style-type: none"> combined describers: <i>a balanced and nutritious diet</i> classifiers: <i>an innocent Chinese pig farmer; Aboriginal land rights; a renewable energy source</i>
<i>Adding details after the key noun – prepositional phrases as qualifiers</i>	Adds qualifiers using short prepositional phrases: <i>many kings and queens from England; important visitors from other countries; the ice under the oak tree; the ash of the volcano; the largest ship in the fleet; the temperature of both shoes; a point of a star; the memories of all the soldiers; little shards of rock</i>		Adds qualifiers using a longer prepositional phrase: <i>a miner in the Gold Rush; the can at the bottom of the pile; the length of each side of the bigger shape; a closed shape with straight edges; the risk of heart disease and diabetes; the taste of the junk food at school canteens</i>	
embedded clauses as qualifiers	Thread begins at Level 8	Attempts qualifiers using embedded relative clauses to specify and define: <i>all the people that fought for us</i> ('that' used instead of 'who'); <i>puppies are dogs that you love and take care of</i>	Uses embedded relative clause as qualifiers to specify and define: <i>a silver covering that reflects the light; the Aboriginal people who lived there</i>	Uses embedded relative clause effectively to specify and define: <i>parents who have no time to make lunch for their own child; The Victoria Cross is awarded to those who have been extremely brave; three plants that are the same</i> Begins to use pruned clauses omitting the relative pronoun and other words assumed to be understood: <i>the amount of energy (which is) released during an earthquake</i>
multiple qualifiers	Thread begins at Level 11			

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	EVALUATIVE LANGUAGE			
Vocabulary	Developing an increasing range of less common evaluative language to appropriately express precise shades of emotions and judgements and/or more specialised evaluations of things, to sound more credible, predominantly in narratives and persuasive texts			
<i>Feelings and emotions</i>	Begins to choose more precise synonyms to express feelings and emotions, eg <i>upset</i> instead of sad: <i>Abbie is upset; everyone hates Peter; if we get very very bored</i>	Uses less common expressions, choosing synonyms for feelings and emotions, eg <i>concerned</i> instead of worried: <i>Ben was concerned; quite heartbreaking; constant terrifying fear; we were all happy to get out of the car for a while; all of us were glad to be home safe and sound</i>	Expresses feelings and emotions both explicitly and inferring to create mood: <i>Lily stormed off; sitting with his head in his hands; 'you little rascal', growled the dogcatcher as he shoved the puppy into the dark cage; he walked off satisfied; 'clean up your room now!' she yelled; 'fine', he muttered; looked surprised; was amazed; in anger; this made the miners frustrated</i>	Expresses feelings and emotions in more formal, written-like ways: <i>Unfortunately, it can get worse; Erica finds her life and family very embarrassing and not normal</i> Includes nominalisation : <i>my distress for my friend; heartbreak, grief and tears; her biggest fear</i>
<i>Evaluation of things</i>	Uses common, everyday choices, though not always appropriately to evaluate things: <i>important functions; fruit and water are very very good for you; don't spend it on dangerous toys; junk food; some toys are very expensive; the cola was gross; our special place; it was amazing; she made sure that no bits of the book were boring so it was interesting</i>		Evaluates things using less common choices to affect the reader: <i>healthy, hydrating and heaps of it!; The good old watermelon is a whopping 92% water; the gardens became popular for entertainment; a successful sugar town</i>	Evaluates things using choices to add credibility: <i>such a well written book; really surprising; entertaining and very detailed; powerful and life-saving drug; one of the biggest breakthroughs in medical history in the world; great treat; very cheap product; very convenient for parents</i>
<i>Judgements of people (including characters)</i>	Judges people using simple, everyday language: <i>they do a good job at work; the school bully</i>	Begins to use less common, more formal and written-like expressions to judge people: <i>they were very naughty; he was brave; Ben was so loyal</i>	Judges people simply but appropriately for the purpose and audience and to help characterise and create mood: <i>he is famous; he was very messy and liked to mess things up on purpose; the stupid dogcatcher; she wasn't going to give up</i>	Judges people using appropriate choices to affect the reader: <i>outgoing and loud; did so much that didn't really sound possible for a blind person; she is everything that Erica wants and wishes to be ...; Erica tells lies to make Alison jealous; antisocial; all they care about is themselves and computer games</i>
<i>Varying the intensity</i>	Uses common, spoken-like resources to strengthen intensity though not always appropriately, often over-intensifying: <i>it was so sunny; everyone just wastes all their money on toys; adults could even collect stuff; if we get very very bored; spend on food, water and even fruit; buy things to eat, but only good things to eat; some people in the world have not even one toy, not even one; I still like toys; he only washed once a week; it even had dead flies in it; I didn't even get to say goodbye; everybody is sad; it won't solve anything</i>		Strengthens intensity appropriately in simple, everyday, spoken-like ways: <i>people from all over the globe; Everyone knew; with no questions asked; all miners; there was nothing they could do; nearly every Chinese; really healthy</i>	Varies intensity to affect the reader: <i>not just one country but the whole world; the entire affected area; all over the affected area; I almost dragged her out; millions and millions of people world wide; every time I have an infection, I always use penicillin</i>
<i>Modality to express degrees of: obligation (should/must) probability (may/might) usuality (always, usually)</i>	Uses with some accuracy modal verbs and adverbs to express modality: <ul style="list-style-type: none"> obligation: <i>we should spend more on sports; people would have to move; we need food and water; this must be soft; one of the yabbies has to live under water</i> probability: <i>they thought the sun moved but we now know that the earth spins; you may think; perhaps I could have two layers</i> usuality: <i>we always need food to survive; they break, but only sometimes, not all the time; I never go to bed early</i> 		Uses a range of modal verbs and adverbs accurately and appropriately in more formal contexts such as combining elements of certainty, frequency and/or obligation in arguments: <i>people might need the money to pay rent or taxes; you don't always need toys and games</i>	Expresses modality with a greater range of language resources other than modal verbs and adverbs: <ul style="list-style-type: none"> modal auxiliaries: <i>could die; can bring; may never be happy</i> adverbs: <i>will probably bounce; I normally have; maybe really little things; definitely</i> processes: <i>were forced to pay; I urge you; you need to understand; expected to</i> adjectives: <i>it didn't sound possible</i>