

# Language and Literacy Levels

## Recording and Tracking for Learning

**2016**

## Acknowledgments

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## Introduction

Assessment of students' Levels should be made by using the *Language and Literacy Levels*. The *Recording and Tracking for Learning* resource includes a series of documents intended to support teachers to record and track the language and literacy improvement of their students against the *Language and Literacy Levels*.

The **Student Record Sheet** in this resource allows teachers to manually record the learning area texts/genres composed by students and the Levels assigned to these over time. The three **Writing Levels Record Sheets** and the **Oral Levels Record Sheet** allow teachers and schools to record the language items present in each student's written or oral tasks by ticking cells in tables. This enables teachers to have a visual representation to show from which Level students have made most of their choices. These Levels can then be entered into EDSAS. The **Text Analysis Sheet** allows the actual examples used by the students to be recorded. The final document, **Teaching and Learning Goals and Language and Literacy Levels Targets**, can be used to set targets for students in the Levels 2 to 12 range. This informs future teaching and learning.

Schools are encouraged to attach at least one of these completed recording sheets to each student's set of evidence being used for the EALD funding process. These can then be forwarded along with the student work to external moderation of Levels.

# Student Record Sheet

Student Name: \_\_\_\_\_ EALD/OTHER

<b>Date</b>				
<b>Year Level</b>				
<b>Genre (x2)</b>				
<b>L &amp; L level</b>				
<b>Date</b>				
<b>Year Level</b>				
<b>Genre (x2)</b>				
<b>L &amp; L level</b>				
<b>Date</b>				
<b>Year Level</b>				
<b>Genre (x2)</b>				
<b>L &amp; L level</b>				

## Writing Levels 1-6 Record Sheet

Student Name: \_\_\_\_\_

Teachers should use the *Language and Literacy Levels* for assessment and only use this sheet to record and track individual student's Levels. Further elaborations of the summarised descriptions on this sheet are in the *Language and Literacy Levels*. This record sheet along with the writing task sheet should be attached to the student's writing and retained for future reference (eg external moderation).

	Level 1	Level 2	Level 3	Level 4 Reception	Level 5 End of Year 1	Level 6 End of Year 2
<b>COMPOSING LEARNING AREA TEXTS</b>						
<b>Using visuals</b> – particularly in multimodal texts	Relies on gestures and/or visual images to ...	Communicates in spoken texts using visual images and gestures to ...	Begins to draw basic diagrams and maps relating ...	Constructs simple drawings, diagrams and graphs which ...	Uses photos and drawings to ...	Includes own drawings, and simple labelled diagrams as illustrations to ...
<b>Written texts</b>	Copies a strictly limited range of ...	Copies and collaboratively constructs with teacher a strictly limited range of ...	With a high degree of visual and teacher scaffolding, constructs components of ...	With a high degree of reliance on visual support and modelled texts ...	With support, constructs familiar learning area ...	Constructs with some confidence examples of ...
<b>TEXT KNOWLEDGE</b>						
<b>Organisational Structure of learning area texts</b>	Refer to Levels for genre-specific criteria					
<b>Text Cohesion</b> Foregrounding - Text and paragraph openers - Text connectives - Sentence openers (theme/foregrounding) - Passive voice			Relying heavily on ...	Based on modelled texts uses formulaic resources to ...	Relies on formulaic openers to ...	Uses a limited number of features to ...
<b>Text Cohesion</b> Reference: pronouns, demonstratives and substitution		Uses one or two examples of ...	Uses most basic ...	Uses a small range of ...	Uses a limited range of ...	Uses a narrow range of ...
<b>GRAMMAR KNOWLEDGE</b>						
<b>Sentence Structure</b> • Simple Sentence • Compound Sentence- linking conjunctions: and; then; but; so; or • Complex Sentence - using binding conjunctions: because, if, when, after, until, as, while, unless, so that - using relative clauses - using non-finite clauses	... writes (copies) 1 or 2 ...	Begins to string words together to ...	Begins to compose simple sentences ...  Begins to link ideas in a text with ...  May begin to use <b>because</b> to ...	Composes mostly complete simple sentences that may include ...  Begins to compose compound sentences with ...  Uses <b>because</b> to ...	Composes mostly accurate simple sentences with ...  Composes compound sentences formed by ...  Begins to compose complex sentences using ...  May begin to use ...	Composes simple sentences with ...  Composes compound sentences formed by ...  Composes complex sentences with ...
<b>Punctuation</b> • Sentence level • Basic			Experiments with capital letters and ...	Uses lower case ... Begins to use capitals to ...	Uses capitals to ... Begins to use capitals for ...	Mostly uses full stops accurately and begins to ... Mostly uses lower and ... Begins to use commas in ...
<b>Verbs and verb groups</b> • Doing, Sensing, Saying, Relating (processes)  • Tense • Subject/verb agreement		Begins to use a very limited range of verbs expressing ...	Uses a limited range of verbs to ... Begins to use a very limited range of verbs to ... Attempts to express ...	Uses a narrow range of verbs to ... Demonstrates some control of ... Overgeneralises rule of ... Inconsistent tense in a ...	Uses a small range of verbs to ... Demonstrates control of simple tenses for most common regular and ... Inconsistent control of some ... Demonstrates some control of ...	Uses wider range of verbs to ... Demonstrates control of simple tenses for ... Begins to gain control of ...
<b>Adverbs, adverb groups/phrases and prepositional phrases</b> (circumstances)		Begins to use the most ...	Uses very basic phrases to ...	Uses a limited range of basic phrases to ...	Uses a narrow range of adverbs and phrases to ...	Uses a small range of adverbs and phrases to ...
<b>Nouns and noun groups/ phrases</b> Plurals and articles (a, an, the)		With support of concrete objects ... May begin to occasionally use ...	Uses a growing range of everyday ...  Begins to add 1 or 2 words to ...	Composes a small range of ...  Uses 's' form of the plural with ...	Composes a wider range of ...  Demonstrates greater control of ...	Composes short noun groups and begins to ...  Uses a limited range of common ...
<b>Nominalisation</b>						Uses a limited range of ...
<b>Evaluative Language</b> (feelings, judgement, evaluation of things and varying intensity)			Begins to use a very limited range of ...	Uses a very limited range of ...	Uses a limited range of ...	Uses a narrow range of ...
<b>Modality</b>						Chooses with some accuracy the most ...
<b>Expressing opinion directly</b>				Drawing on models, begins to ...	Begins to express simple ...	Expresses opinions using 'I think' to ...
<b>WORD KNOWLEDGE</b>						
<b>Understanding/using learning area vocabulary</b>			Begins to use a very narrow range of ...	Uses a very narrow range of ...  Begins to use some words that ...	Begins to use a narrow range of ... Uses a small range of ... Chooses appropriately words that ...	Uses a narrow range of ...  Uses a growing range of ...  Chooses appropriately words that ...
<b>Spelling</b>		Uses correct letters to represent most ...	Uses correct letters to represent ... Spells with some accuracy a few ...	Spells with some accuracy common ... Spells less common words based on ...	Spells with some accuracy most common ... Spells others based on ...	Spells with consistency and accuracy most ...  Attempts to spell ...

## Writing Levels 7-9 Record Sheet

Student Name: \_\_\_\_\_

Teachers should use the *Language and Literacy Levels* for assessment and only use this sheet to record and track individual student's Levels. Further elaborations of the summarised descriptions on this sheet are in the *Language and Literacy Levels*. This record sheet along with the writing task sheet should be attached to the student's writing and retained for future reference (eg external moderation).

	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<b>COMPOSING LEARNING AREA TEXTS</b>			
<b>Using visuals – particularly in in multimodal texts</b>	Includes simple visuals such as ... With support and modelling uses ... Creates simple ...	Includes visuals such as pie graph ... Considers and makes more appropriate choices regarding ...	Incorporates visuals such as tables ... Selects more appropriately a range of ...
<b>Written texts</b>	Independently composes elementary genres having a number of stages or a series of events as appropriate to Year 3 Learning Area tasks	Independently compose elementary genres having a number of stages or a series of events in simple logical order as appropriate to Year 4 Learning Area tasks	Independently compose a variety of longer (4-7 paragraphs, 200 – 300 words) ...
<b>TEXT KNOWLEDGE</b>			
<b>Organisational Structure of learning area texts</b>	Refer to Levels for genre-specific criteria		
<b>Text Cohesion</b>	Begins to use a limited range of features that ...  Uses simple, formulaic/patterned ...  May occasionally use ...	Uses a limited range of features that ...  Uses simple, repetitive patterned ...  Begins to use ...	Uses a small range of features that ...  Uses less simple and more varied ...  Begins to choose starting points of the ...
<b>Text Cohesion</b>  Reference: pronouns, demonstratives and substitution	Uses simple language resources to make a ...	Uses a range of language resources to make a ...	Uses a wider range of language resources to make a ...
<b>GRAMMAR KNOWLEDGE</b>			
<b>Sentence Structure</b> • Simple Sentence • Compound Sentence- linking conjunctions: and; then; but; so; or • Complex Sentence - using binding conjunctions: because, if, when, after, until, while, unless, so that, as - using relative clauses - using non-finite clauses	Begins to construct more developed simple sentences by adding ...  Constructs compound sentences to express and combine ideas through a range of ...  Constructs basic complex sentences: using a ...	Constructs more developed simple sentences by adding ...  Constructs compound sentences, often combining ...  Constructs complex sentences: using a greater range of ...	Constructs simple sentences with more elaboration using ...  Constructs effective compound sentences to make appropriate connections between ideas through a range of ...  Constructs complex sentences to develop and expand ideas using: ...
<b>Punctuation</b> • Sentence level • Basic	Consistently uses sentence level punctuation: ... Uses capital letters for proper nouns with ... Uses commas to separate nouns in ... Begins to use commas after ... Begins to use apostrophes in ...	Uses commas accurately most of the time ...	Accurately uses commas ...
<b>Verbs and verb groups</b> • Doing, sensing, saying, relating (proces)  • Tense • Subject/verb agreement	Uses an increasing range of verbs to ...  Demonstrates control of choice and formation of tense for ...  Demonstrates some control of subject-verb agreement although ...	Uses some more technical and/or precise verbs to ...  Chooses and forms complex ...  Demonstrates some control of subject-verb agreement although ...	Uses a range of processes to provide ...  Chooses and forms complex verb groups appropriately most of the time, to express ...  Demonstrates developing control of subject-verb agreement when agreements are ...
<b>Adverbs, adverb groups/phrases and prepositional phrases</b> (circumstances)	Includes a small range of circumstances to ...	Includes a wider range of circumstances to ...	Includes circumstances to ...
<b>Nouns and noun groups/ phrases</b> Plurals and articles (a, an, the)	Constructs noun groups consisting of a narrow range of vocabulary to ...	Creates more specific descriptions through the use of ...	Expands noun groups in a variety of ways to ...
<b>Nominalisation</b>	Uses a narrow range of ...	Uses a small range of ...	Begins to choose a small range of nominalisations with some ...
<b>Evaluative Language</b> (feelings, judgement, evaluation of things and varying intensity)	Uses a narrow range of ...	Begins to use a wider a range of ...	Uses a wider range of ...
<b>Modality</b>	Chooses with some accuracy elementary expressions of ...	Uses simple forms of language expressing ...	Uses a range of simple forms of ...
<b>Expressing opinions directly and indirectly</b>	Begins to express more elaborated opinions ...	Expresses more elaborated opinions directly, to argue ...	Begins to use a wider range of resources to ...
<b>WORDS KNOWLEDGE</b>			
<b>Understanding/using learning area vocabulary</b>	Uses a small range of ... Uses appropriately a small range of words that ...	Uses a growing range of ... Chooses appropriately words that ...	Uses a wide range of ... Chooses appropriately words that ...
<b>Spelling</b>	Spells correctly: <ul style="list-style-type: none"><li>• topic words:</li><li>• new words that</li></ul>	Spells correctly: <ul style="list-style-type: none"><li>• new topic words</li><li>• frequently used irregular words</li></ul>	Spells correctly: <ul style="list-style-type: none"><li>• new topic words: <i>government; temperature</i></li><li>• frequently used, irregularly spelt words: <i>straight</i></li></ul>

## Writing Levels 10-11 Record Sheet

Student Name: \_\_\_\_\_

Teachers should use the *Language and Literacy Levels* for assessment and only use this sheet to record and track individual student's Levels. Further elaborations of the summarised descriptions on this sheet are in the *Language and Literacy Levels*. This record sheet along with the writing task sheet should be attached to the student's writing and retained for future reference (eg external moderation).

	LEVEL10 (year 6)	LEVEL 11 (Year 7)
<b>COMPOSING LEARNING AREA TEXTS</b>		
<b>Using visuals</b> – particularly in multimodal texts	With greater independence, appropriately incorporates more ...	Appropriately incorporates visuals into longer and more complex ...
<b>Written Texts</b>	Constructs longer (250 – 400 words) ...	Composes a wide range of organised, longer,(300-450 words) ...
<b>TEXT KNOWLEDGE</b>		
<b>Organisational Structure of learning area texts</b>	Refer to Levels for genre-specific criteria	
<b>Text Cohesion</b>  Foregrounding <ul style="list-style-type: none"> <li>• Text and paragraph openers</li> <li>• Text connectives</li> <li>• Sentence openers (theme/foregrounding)</li> <li>• Passive voice</li> </ul>	Chooses a range of features that set up ...  Chooses starting points of the sentence to give prominence to ...	Chooses a wide range of features and visual devices to set up ...  Chooses a range of sentence starting points to orient the reader and give prominence to ...
<b>Text Cohesion</b>  Reference: pronouns, demonstratives and substitution	Uses appropriately a range of language resources, typical of longer texts, to make ...	Begins to use (1 or 2 instances, which may be appropriate/effective) ...
<b>GRAMMAR KNOWLEDGE</b>		
<b>Sentence Structure</b> <ul style="list-style-type: none"> <li>• Simple Sentence</li> <li>• Compound Sentence- linking conjunctions: and; then; but; so; or</li> <li>• Complex Sentence - using binding conjunctions: because, if, when, after, until while, unless, so that, as</li> <li>- using relative clauses</li> <li>- using non-finite clauses</li> </ul>	Begins to vary length and structure of ...	Constructs a wide variety of complex sentences using an extensive range of ...
<b>Punctuation</b> <ul style="list-style-type: none"> <li>• Sentence level</li> </ul>	Accurately uses commas after ... Begins to use commas to separate ...	Uses with growing control, commas to support meaning in ... Begins to use a small range of ...
<b>Verbs and verb groups</b> <ul style="list-style-type: none"> <li>• Doing, Sensing, Saying, Relating (processes)</li> <li>• Tense</li> <li>• Subject/verb agreement</li> </ul>	Uses a wider range of verbs to express shades of meaning for ...	Uses a wide range of vocabulary to express shades of meaning, beginning to include ...
<b>Adverbs, adverb groups/phrases and prepositional phrases</b> (circumstances)	Uses an increasing range of circumstances to include important details of events including ...	Uses a wide range of circumstances to provide important details and perspectives of events including ...
<b>Nouns and noun groups/ phrases</b> Plurals and articles (a, an, the)	Uses expanded noun groups to create ...	Uses expanded noun groups to express ...
<b>Nominalisation</b>	Uses a small range of nominalisations with grammatical accuracy to ...	Uses a growing range of nominalisations with ...
<b>Evaluative Language</b> (feelings, judgement, evaluation of things and varying intensity)	Uses a greater range of evaluative language in ...	Uses a wide range of evaluative language appropriately in a range of genres to express ... Begins to use expressions of ...
<b>Modality</b>	Begins to express modality with a greater degree of accuracy and with a greater range of language resources including ...	Expresses modality with a greater range of language resources beyond ...
<b>Expressing opinions directly and indirectly</b>	Continues to express opinion identifying self as ... Begins to express opinion in a range of ...	Uses a narrow range of ways to appropriately express opinion in, for example, ...
<b>WORD KNOWLEDGE</b>		
<b>Understanding/using learning area vocabulary</b>	Uses new topic and subject –specific vocabulary from a range of ... Chooses appropriately words that ...	Continues to use a growing range of new topic and subject-specific vocabulary from a range of ... Uses the varied specialist and everyday meanings of a range of ...
<b>Spelling</b>	Spells correctly: <ul style="list-style-type: none"> <li>• new topic words: <i>federation; tectonic</i></li> <li>• words with less simple but commonly seen suffixes: <i>ture; tion; sion</i></li> <li>• words that conform to 'i' before 'e' except after 'c': <i>believe; receive</i></li> <li>• more complex base words and derivatives formed by adding ...</li> </ul>	Spells correctly: <ul style="list-style-type: none"> <li>• multi-syllabic words ending in ...</li> <li>• difficult homophones ...</li> <li>• difficult subject-specific words and words with Greek and Latin roots ...</li> </ul>

## Writing Levels 12-14 Record Sheet

Student Name: \_\_\_\_\_

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	LEVEL12 (Year 8)	LEVEL 13 (Year 9)	LEVEL 14 (Years 10 & above)
<b>COMPOSING LEARNING AREA TEXTS</b>			More frequent, accurate or complex than Level 13
<b>Using visuals</b> – particularly in multimodal texts	Composes visual and multimodal texts understanding their contribution to the interpretation of ideas and ...	Composes multimodal texts understanding the contribution of visuals and begins to make design choices based on ...	
<b>Written Texts</b>	Constructs wide range of well-staged, longer, (300– 500 words) ...	Constructs wide range of well-staged, longer (300– 500 words) ...	
<b>TEXT KNOWLEDGE</b>			
<b>Organisational Structure of learning area texts</b>	Refer to Levels for genre-specific criteria		
<b>Text Cohesion</b>	Chooses wide range of language features and visual devices to set up the structure and organisation of a text, guiding readers, avoiding repetitiveness and beginning to ... Chooses a range of sentence starting points to orient the reader, and organise the flow of ...	Chooses a wide range of language and visual devices to set up the structure and organise text, to ...  Chooses a small range of sentence starting points typical of more ...	
<b>Text Cohesion</b>  Reference: pronouns, demonstratives and substitution	Uses reference items (2 or 3 instances used appropriately) in ...  Begins to use reference items to offer an interpretation of ...	Uses effectively reference items in longer factual genres to strengthen the internal structure of ...  Uses reference items to offer an interpretation of ...	
<b>GRAMMAR KNOWLEDGE</b>			
<b>Sentence Structure</b> • Simple Sentence • Compound Sentence- linking conjunctions: and; then; but; so; or • Complex Sentence - using binding conjunctions - using relative clauses - using non-finite clauses	Constructs well-formed complex sentences using ...	Constructs well-formed complex sentences and begins to manipulate clauses and sentence structures for precision and effect using ...	
<b>Punctuation</b> • Sentence level	Uses appropriately and consistently commas to support meaning in ... Uses a small range of punctuation devices beyond the basic ...	Begins to use colons and semicolons in expositions and other extended writing to ...	
<b>Verbs and verb groups</b> • Doing, Sensing, Saying, Relating (processes) • Tense • Subject/verb agreement	Uses an extensive range of vocabulary to express delicate shades of meaning, for processes, including ...  Begin to express abstract doings and ...	Uses an extensive range of vocabulary to express complex, technical and ...	
<b>Adverbs, adverb groups/phrases and prepositional phrases</b> (circumstances)	Begins to use more complex circumstances with expanded noun groups and/or using more precise and ... May begin to use a wide range of circumstances of manner (quality) to express emotions, judgments and evaluation, particularly in ...	Uses more complex circumstances with expanded noun groups and/or using more precise and ... Uses wide range of circumstances of manner (quality) to express emotions, judgments and evaluation in ...	
<b>Nouns and noun groups/ phrases</b> Plurals and articles (a, an, the)	Begins to use more complex noun groups built around a <u>nominalisation</u> and/or using more precise and ...	Uses more complex noun groups built around <u>nominalisation</u> and/or using more precise and ...	
<b>Nominalisation</b>	Uses with accuracy a greater range of nominalisations expressing cause ...	Uses with accuracy nominalisations ...	
<b>Evaluative Language</b> (feelings, judgement, evaluation of things and varying intensity)	Uses an extensive range of evaluative language appropriately and begins to use ... Uses expressions of ...	Continues to appropriately use an extensive range of evaluative language, including some nominalisation and/or cultural metaphor, moving to less emphasis on feelings and more on ... Continues to use expressions of ...	
<b>Modality</b>	Expresses modality with a greater range of language resources accurately and appropriately in ...	Chooses and combines a wider range of complex language expressing modality accurately and appropriately in ...	
<b>Expressing opinions directly and indirectly</b>	Uses appropriately a small range of resources to express opinion in ...	Uses a range of resources to appropriately express opinion in ...	
<b>WORD KNOWLEDGE</b>			
<b>Understanding/using learning area vocabulary</b>	Uses a wide range of specialist and topic vocabulary to contribute to ... Uses appropriately the various specific and specialist meanings of a range of common words: <i>range ...</i> <i>mode ...</i> <i>medium ...</i>	Uses an extensive range of new specialist and topic vocabulary to contribute to ... Continues to use appropriately the various subject-specific and specialist meanings of a range of common words: <i>Compound ...</i> <i>Bimodal ...</i>	
<b>Spelling</b>	Spell most words correctly, and applies their understanding of spelling to spell specialist topic words: <ul style="list-style-type: none"><li>• multi-syllable words ...</li><li>• homophones ...</li><li>• difficult subject and topic specific words ...</li></ul>	Continues to spell most words correctly, and applies their understanding of spelling to spell specialist topic words: <ul style="list-style-type: none"><li>• multi-syllable words ...</li><li>• homophones...</li><li>• difficult subject and topic specific words and words originating from other languages ...</li></ul>	

## Oral Levels 1-6 Record Sheet

Student Name: \_\_\_\_\_

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	Level 1	Level 2	Level 3	Level 4 End of Reception	Level 5 End of Year 1	Level 6 End of Year 2
<b>COMPOSING LEARNING AREA TEXTS</b>						
<b>Oral interactions and presentations</b>	Demonstrates anticipation of routines and follows single simple instructions when ... Begins to respond to the most basic 'wh' questions ... Responds in basic spoken formulaic exchanges of one or two ... Engages with whole ... Uses single words but relies on actions to ... Pronounces only the most familiar words and ...	Responds appropriately to ... Responds to limited range of 'wh' questions ... Responds in basic spoken formulaic exchanges of two or three ... Participates in short, simple texts with ... Uses 2 or 3 key words with stress and ... Pronounces comprehensibly frequently used ...	Follows instructions with less dependence on non-verbal elements in context and demonstrates understanding of ... Understands and responds to basic intonation patterns of ... Initiates basic spoken exchanges involving two or three turns and participates in ... Participates in simple group activities involving spoken language accompanying ... Expresses statements, questions and commands in basic ways, using ... Participates with intensive support in texts such as ... Pronounces most frequently used ...	Understands familiar brief, one and two step instructions and ... Understands a range of statements linked to ... Responds to a small range of brief ... Engages in short predictable spoken exchanges relying less on ... Shows developing control of statements, questions and ... With reliance on modelling and scaffolds, gives very short presentations related to ... Pronounces most frequently used words and phrases comprehensibly and attempts to pronounce ...	Understands a wide range of less formulaic commands and questions if ... Understands a range of statements related to ... Responds to a range of longer 'wh' questions ... Participates with confidence in shared oral texts giving comments on ... Express statements, questions, commands and offers, with some ... Presents with support a small range of short, simple oral presentations on familiar or everyday personal and ... Uses pronunciation that increasingly approximates ...	Understands two to three or four step instructions for undertaking ... Understands key information and responds to questions about ... Participates in casual everyday conversation about familiar topics with familiar people and group/class discussion using ... Chooses basic ways of expressing statements, questions, offers and commands with ... Presents with increasing confidence a small range of longer oral presentations on personal and learning area topics; incorporating some ... Uses a number of strategies to pronounce a range of less familiar words, including ...
<b>TEXT KNOWLEDGE</b>						
<b>Organisational Structure of learning area texts</b>	Refer to Levels for genre specific criteria					
<b>Text Cohesion</b>			Uses topic as repetitive sentence opener	Begins a recount with circumstance of ...	In a small range of spoken exchanges, relies on memorising some of the ...	Uses a small range of formulaic initiating and closing phrases in ...
<b>Text Cohesion</b>		Uses one or two examples of ...	Uses most basic pronouns accurately most of ...	Uses a small range of reference items accurately some of ...	Uses a limited range of language resources to help ...	Uses a narrow range of language resources that ...
<b>GRAMMAR KNOWLEDGE</b>						
<b>Sentence Structure</b> Simple Sentence Compound Sentence Complex Sentence	Speaks 1 or 2 word ...	Begins to string words together to approximate a simple sentence in ...	Begins to compose simple sentences to record and report events with varying accuracy and relying on ... Begins to link ideas in a text with simplest ...	Composes mostly complete simple sentences that may include a ...	Composes mostly accurate simple sentences, with a short noun group as ...	Composes simple sentences with short noun groups and one or two ...
<b>Verbs and verb groups</b>		Begins to use a very limited range of ...	Uses a limited range of verbs to ...	Uses a narrow range of verbs to ...	Uses a small range of verbs to ...	Uses wider range of verbs to ...
<b>Adverbs, adverb groups/phrases and prepositional phrases</b>		Begins to use the most basic prepositions to ...	Uses very basic phrases to ...	Uses a limited range of basic phrases to ...	Uses a narrow range of adverbs and phrases to ...	Uses a small range of adverbs and phrases to ...
<b>Nouns and noun groups/ phrases</b>		With support of concrete objects ... May begin to occasionally use ...	Uses a growing range of everyday ... Begins to add 1 or 2 words to ...	Composes a small range of ... Uses 's' form of the plural with ...	Composes a wider range of ... Demonstrates greater control of ...	Composes short noun groups and begins to ... Uses a limited range of common ...
<b>Nominalisation</b>						Uses a limited range of ...
<b>Evaluative Language</b>			Begins to use a very limited range of ...	Uses a very limited range of ...	Uses a limited range of ...	Uses a narrow range of ...
<b>Modality</b>						Chooses with some accuracy the most ...
<b>Expressing opinions directly</b>				Drawing on models, begins to ...	Begins to express simple ...	Expresses opinions using 'I think' to ...
<b>WORD KNOWLEDGE</b>						
<b>Understanding/using learning area vocabulary</b>			Begins to use a very narrow range of ...	Uses a very narrow range of ... Begins to use some words that ...	Begins to use a narrow range of ... Uses a small range of ... Chooses appropriately words that ...	Uses a narrow range of ... Uses a growing range of ... Chooses appropriately words that ...

## Text Analysis Sheet

Student Name: \_\_\_\_\_

	Text analysis
<b>COMPOSING LEARNING AREA TEXTS</b>	
Using visuals – particularly in multimodal texts	
Written texts	
<b>TEXT KNOWLEDGE</b>	
Organisational Structure of learning area texts	
Text Cohesion Foregrounding <ul style="list-style-type: none"> <li>• Text and paragraph openers</li> <li>• Text connectives</li> <li>• Sentence openers (theme/foregrounding)</li> <li>• Passive voice</li> </ul>	
Text Cohesion Reference: pronouns, demonstratives and substitution	
<b>GRAMMAR KNOWLEDGE</b>	
Sentence Structure <ul style="list-style-type: none"> <li>• Simple Sentence</li> <li>• Compound Sentence- linking conjunctions: and; then; but; so; or</li> <li>• Complex Sentence                - using binding conjunctions:                  because, if, when, after, until, while, unless, so                  that, as                                   - using relative                  clauses                                   - using non-finite                  clauses             </li> </ul>	
Punctuation <ul style="list-style-type: none"> <li>• Sentence level</li> <li>• Basic</li> </ul>	
<b>WORDS AND WORD GROUPINGS</b>	
Verbs and verb groups <ul style="list-style-type: none"> <li>• Doing, sensing, saying, relating (processes)</li> <li>• Tense</li> <li>• Subject/verb agreement</li> </ul>	
Adverbs, adverb groups/phrases and prepositional phrases (circumstances)	
Nouns and noun groups/ phrases Plurals and articles (a, an, the)	
Nominalisation	
Evaluative Language (feelings, judgement, evaluation of things and varying intensity)	
Modality	
Expressing opinions directly and indirectly	
<b>WORDS KNOWLEDGE</b>	
Understanding/using learning area vocabulary Subject specific, specialised, technical Contextual demands of vocab choices	
Spelling	

## Teaching and Learning Goals and Language and Literacy Level Targets

Student Name: \_\_\_\_\_

	2	3	4	5	6	7	8	9	10	11	12
<b>Composing learning area texts</b> <ul style="list-style-type: none"> <li>• Oral interactions and presentations</li> <li>• Visuals in multimodal texts</li> <li>• Written texts</li> </ul>											
<b>Text knowledge</b> <ul style="list-style-type: none"> <li>• Organisational structures</li> <li>• Foregrounding</li> <li>• Reference</li> </ul>											
<b>Grammar knowledge</b> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Punctuation</li> <li>• Verbs/verb groups</li> <li>• Adverbs/prepositional phrases</li> <li>• Noun/ noun groups</li> <li>• Nominalisations</li> <li>• Evaluative language</li> <li>• Modality</li> <li>• Subjectivity</li> </ul>											
<b>Word knowledge</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Spelling</li> </ul>											

## Individual Student's Levels Tracking Sheet

The Language and Literacy Levels of individual students can be tracked over time by placing a tick in this table each year to show the Level assigned to the student for the annual term 3 census. \* shows the Language and Literacy Level expected by any student at each year level for him or her to fully access the curriculum.

Student name: \_\_\_\_\_

Language and Literacy Level	14										*	*	*
	13									*			
	12								*				
	11							*					
	10						*						
	9					*							
	8				*								
	7			*									
	6		*										
	5	*											
	4	*											
	3												
	2												
	1												
Calendar Year													
Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12