

# My House – Emergent writing – Description

Name .....

Date .....

	<b>Genre</b>	<b>Field</b>	<b>Tenor</b>	<b>Mode</b>
Scale 1	<ul style="list-style-type: none"> <li>• Copies scribed words with visuals</li> <li>• Sequences known texts using pictures</li> <li>• Understands meaning of common nouns (eg roof, door )</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited range of concrete everyday language (eg house, made,)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of expressing statements/ideas</li> <li>• Follows single 1 step instruction/direction accompanied by gesture, or when others are doing the same</li> </ul>	<ul style="list-style-type: none"> <li>• Copies scribed words/groups of words</li> <li>• Sometimes shows direction of print</li> <li>• Writes own name</li> <li>• Identifies some beginning sounds</li> <li>• Recognises some letter names</li> </ul>
Scale 2	<ul style="list-style-type: none"> <li>• Writes basic examples by copying or jointly constructing labels, phrases and sentences</li> <li>• Begins to understand basic structure of a description</li> <li>• Uses one or two pronoun references (eg I, it)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mainly concrete everyday language plus some technical vocabulary (garage, chimney, living room)</li> </ul>	<ul style="list-style-type: none"> <li>• Has basic understanding of expressing statements / ideas</li> <li>• Follows simple instructions / directions where the context is obvious and supported by gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Copies from paper/board, phrases, sentences</li> <li>• Copies L-R, T-B</li> <li>• Leaves spaces between letters / words</li> <li>• Associates phonemes with graphemes</li> <li>• Attributes meaning to copied words</li> <li>• Uses repetitive or modelled patterns (eg My house has...My house is ...)</li> </ul>
Scale 3	<ul style="list-style-type: none"> <li>• Constructs basic example of description (2-3 ideas)</li> <li>• Understands purpose of description</li> <li>• Begins to expand information using 'and'</li> <li>• Uses limited range of cohesive resources, such as pronouns (eg I, my, it )</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary related to the topic</li> <li>• Begins to use describers and classifiers (eg red brick house)</li> <li>• Begins to use circumstances (eg where)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses statements and questions in basic way (uses modelled examples)</li> <li>• Follows simple instructions / directions</li> <li>• Uses narrow range of evaluative language</li> <li>• Uses basic grammatical items:                             <ul style="list-style-type: none"> <li>- articles (eg a, the)</li> <li>- prepositions (eg on, in)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writes independently simple sentences with limited control of primary tense.</li> <li>• Writes L-R returns to L</li> <li>• Writes basic sight words from memory</li> <li>• Writes recognisable words by using:                             <ul style="list-style-type: none"> <li>- phoneme/grapheme correspondence</li> <li>- resources around the classroom</li> <li>- personal dictionary</li> </ul> </li> <li>• Reads what she/he has written</li> <li>• Chooses highly repetitive sentence beginnings (eg It has... It is...)</li> </ul>
Scale 4	<ul style="list-style-type: none"> <li>• Constructs brief description: introductory sentence/s</li> <li>• 2 or more descriptive features of the subject (characteristics)</li> <li>• Uses evaluative sentence/s</li> <li>• Uses cohesive resources (eg reference items)</li> <li>• Expands information using 'and', 'because'</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of describers (eg number, size, colour, shape)</li> <li>• Uses circumstances of place</li> <li>• Uses common action, relational and mental verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Follows instructions / directions</li> <li>• Begins to give simple instructions / directions</li> <li>• Uses narrow range of evaluative language (eg favourite)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes independently with some control of primary tense, simple sentences</li> <li>• Writes sight words from memory</li> <li>• Uses phoneme/grapheme correspondence</li> <li>• Uses resources around the classroom and personal dictionary</li> <li>• Reads what she/he has written</li> <li>• Experiments with punctuation</li> </ul>