

Dutch language at ISUtrecht – *Dutch advanced*

Below you can find the different phases for: **speaking and listening**, **reading**, **writing**, and **viewing**.

Speaking and listening

Beginning phase

In this phase, children use the language of the home and community to communicate with familiar others. They often rely on non-verbal cues to convey and comprehend spoken language. Their speech may be characterised by short utterances and they may require support in unfamiliar settings.

The key indicators for this phase are:

Use of texts

- ◆ Responds to spoken texts in own personal way.
- ◆ Communicates in own personal way.
- ◆ Understands simple and familiar questions, e.g. Are you hungry? Where would you like to play?

Contextual understanding

- ◆ Communicates to meet own needs.
- ◆ Assumes a shared background between speaker and listener.
- ◆ Recognises meaning from familiar language, tone of voice and facial expression in familiar situations.
- ◆ Is understood by familiar adults in supportive or predictable situations

Conventions

- ◆ Uses a small range of vocabulary.
- ◆ Responds to spoken language in ways appropriate to home language or culture.
- ◆ May ask many questions.

Processes and strategies

- ◆ Relies on personal experience as a stimulus for speaking and listening.
- ◆ Uses a limited range of processes and strategies when speaking, e.g. uses repetition.
- ◆ Uses a limited range of processes and strategies when listening.

Early phase

In this phase, students use their own variety of Dutch language to communicate needs, express ideas and ask questions. They understand spoken language relating to personal and social interests and respond in their own way. They are becoming aware of appropriate ways of interacting in familiar situations.

The key indicators for this phase are:

Use of texts

- ◆ Makes sense of spoken texts with familiar others.
- ◆ Uses a range of brief unplanned spoken texts independently.
- ◆ Participates with support in some planned talk for school purposes.
- ◆ Recalls personally significant information from spoken texts.

Contextual understanding

- ◆ Beginning to adjust speaking and listening for familiar situations in a school context.
- ◆ Will often assume a shared background between speaker and listener when speaking, e.g. may not give sufficient information to orientate the listener.
- ◆ Is aware that people talk about their ideas

Conventions

- ◆ Structures simple spoken texts appropriately.

- ◆ Uses everyday terms related to their experiences and some subject-specific words.
- ◆ Relies on simple sentences or uses simple connectives to link ideas.
- ◆ Interprets and uses simple statements, commands and questions.

Processes and strategies

- ◆ Talks about thinking with others, e.g. I think.
- ◆ Uses a small range of processes and strategies when listening, e.g. asks questions to clarify.

Exploratory Phase

In this phase, students' use Dutch effectively within familiar contexts. They communicate appropriately in both structured and unstructured situations. They explore ways of using language for different speaking and listening purposes.

The key indicators for this phase are:

Use of texts

- ◆ Listens effectively for a range of familiar purposes.
- ◆ Uses a range of unplanned spoken texts with connected ideas.
- ◆ Presents simple spoken texts using basic text structures in logical sequence, e.g. description, instruction, recount.

Contextual understanding

- ◆ Tries different ways of adjusting speaking and listening, e.g. tone and pace.
- ◆ Provides some background information and supporting ideas for listener, e.g. facts and personal reasons.
- ◆ Understands that people have different ideas.
- ◆ Talks about different audiences and purposes for own talk.

Conventions

- ◆ Experimenting with vocabulary drawn from a variety of sources, e.g. literature, media, learning area.
- ◆ Experiments with more complex structures and features to express spoken ideas and information, e.g. provide some supporting details.
- ◆ Responds to spoken language using common school conventions, e.g. takes turns in a conversation.
- ◆ Experiments with different speaking and listening behaviours, e.g. proximity, eye contact, volume, listens for specific information when given instructions.

Processes and strategies

- ◆ Explores thinking strategies with others.
- ◆ Experiments with a small range of processes and strategies when speaking e.g. uses rehearsed phrases.
- ◆ Experiments with a small range of processes and strategies when listening e.g. draws a picture.

Consolidating Phase

In this phase, students use most language structures and features of Dutch appropriately when speaking in a range of contexts. They show increasing awareness of the needs of their audience. They experiment with ways to adjust listening and speaking to suit different purposes.

The key indicators for this phase are:

Use of texts

- ◆ Listens effectively to obtain specific information from informational and expressive spoken texts.
- ◆ Composes spoken texts using most text structures and features appropriately in planned situations.
- ◆ Uses a range of unplanned spoken texts effectively as ideas are being developed.

Contextual understanding

- ◆ Is aware that certain forms of spoken text are associated with particular contexts and purposes.
- ◆ Is aware that speaking and listening can be adjusted for different purposes, e.g. socialising, informing.
- ◆ Understands the need to provide background information to enhance meaning, e.g. give examples.
- ◆ Uses a small range of devices to enhance meaning, e.g. rephrasing, adjusting volume and speed of speech, negotiating meaning.

Conventions

- ◆ Varies vocabulary to add interest or to describe with greater accuracy.
- ◆ Uses most language structures and features appropriate to purpose, e.g. indicates cause and effect, adjusts level of formality according to context.

- ◆ Responds appropriately to spoken language in informal and some formal situations for different purposes, e.g. attends and contributes to small group discussions, by building on others' ideas, providing feedback.

Processes and strategies

- ◆ Reflects on speaking and listening activities and uses this knowledge in an attempt to improve communication.
- ◆ Uses a variety of processes and strategies when speaking, e.g. justifies and explains statements.
- ◆ Uses a variety of processes and strategies when listening, e.g. asks questions to seek confirmation.
- ◆ Selects and adjusts verbal and non-verbal behaviours for particular groups, e.g. younger children.

Conventional Phase

In this phase, students recognise and control most language structures and features of Dutch when speaking for a range of purposes. They select and sustain language and style appropriate to audience and purpose. They are aware of the value of planning and reflecting to improve the effectiveness of communication.

The key indicators for this phase are:

Use of texts

- ◆ Identifies main ideas and supporting details of a range of spoken informational and expressive texts.
- ◆ Develops and presents familiar ideas and information, and supports opinion with some detail, in a variety of classroom situations.
- ◆ Controls text features and structures effectively in planned and unplanned texts.

Contextual understanding

- ◆ Considers the appropriateness of text form and register in relation to audience when speaking and listening in familiar situations.
- ◆ Adjusts speaking and listening appropriately for different familiar contexts.
- ◆ Includes information and text features to maintain audience interest, e.g. choice of vocabulary, appropriate level of detail .
- ◆ Uses a range of devices when attempting to influence a listener, e.g. tone, volume, expression, choice of style .

Conventions

- ◆ Selects vocabulary to enhance meaning and effect.
- ◆ Recognises and controls most language structures and features appropriate to the purpose in informal and some formal situations, e.g. can express and justify own opinion succinctly, can rephrase others' contributions to group discussions .
- ◆ Draws on a range of strategies and deliberately adjusts speaking and listening to meet the needs of the task.
- ◆ Selects appropriate strategies when listening, e.g. asks questions to elicit additional information.

Proficient Phase

In this phase, students' control of Dutch reflects their understanding of the way language structures and features are manipulated to achieve different purposes and effects. They evaluate the appropriateness and effectiveness of spoken texts in relation to audience, purpose and context. They experiment with complex devices to improve their communication.

The key indicators for this phase are:

Use of texts

- ◆ Processes ideas and information from a range of classroom texts dealing with challenging ideas and issues.
- ◆ Interacts with peers in structured situations to discuss familiar or accessible subjects.
- ◆ Listens to a range of sustained spoken texts on challenging ideas and issues, noting key ideas and information in a systematic way.
- ◆ Use of Dutch in different contexts shows critical awareness of audience and purpose

Contextual understanding

- ◆ Judges appropriateness and effect of text form and register in relation to audience, purpose and context.
- ◆ Makes adjustments in speaking and listening to suit specific purposes and audiences.
- ◆ Includes relevant and appropriate information to orientate their listeners, e.g. acknowledge differing opinions .
- ◆ Selects devices designed to impact or influence a particular audience, e.g. irony, humour.

Conventions

- ◆ Understands and manipulates language structures and features in formal and informal situations, e.g. structures a formal speech, sustains conversation with an unfamiliar adult.
- ◆ Experiments with some language structures and features that enable speakers to influence audiences

- ◆ Selects vocabulary to impact on target audience.
- ◆ Adjusts speaking and listening behaviours appropriate to the purpose and situation when interacting, e.g. builds on the ideas of others to achieve group goals, invites others to have a speaking turn .

Processes and strategies

- ◆ Selects and applies appropriate strategies for monitoring and adjusting communication.
- ◆ Monitors and reflects on spoken texts drawing on knowledge of differences in nonverbal behaviours, e.g. facial expression, eye contact, proximity.
- ◆ Develops strategies to improve listening in challenging contexts, e.g. seeks clarification, confirms information .

Advanced Phase

In this phase, students show a sophisticated control of Dutch in a range of contexts. They understand the power and effect of spoken language, critically analysing factors that influence the interpretation of spoken texts. They use complex devices to modify and manipulate their communication for a range of purposes.

The key indicators for this phase are:

Use of texts

- ◆ Makes sense of a range of spoken texts, including specialised topics.
- ◆ Offers advice, extends views and presents ideas effectively in discussions with a wide range of audiences.
- ◆ Uses a wide range of unplanned and planned texts that achieve a variety of purposes.
- ◆ Analyses sophisticated and challenging information in a wide range of spoken texts.
- ◆ Uses Dutch in sophisticated ways.

Contextual understanding

- ◆ Makes deliberate adjustments in speaking and listening to suit a wide range of purposes and audiences.
- ◆ Interacts inclusively with a wide audience.
- ◆ Can critically evaluate spoken texts that represent differing perspectives on complex themes and issues.
- ◆ Selects and manipulates devices designed to establish a rapport, engage, persuade or influence an audience, e.g. anecdote, analogy, nominating others to hold the floor .

Conventions

- ◆ Draws upon a wide vocabulary to achieve planned effect.
- ◆ Controls and analyses language structures in formal and informal contexts.
- ◆ Uses speaking and listening behaviours to facilitate and maintain effective communication, e.g. intervenes sensitively, redirects .
- ◆ Selects listening conventions to suit a range of purposes

Processes and strategies

- ◆ Draws upon an extensive repertoire of strategies to interpret and compose complex speech.
- ◆ Adapts processes and strategies to interact responsively and critically, e.g. monitors group to facilitate discussion .
- ◆ Adapts a range of processes and strategies to compose and improve complex and challenging texts.

Reading

Roleplay phase

Readers in this phase display reading-like behaviours when interacting with texts such as picture books, traditional tales and simple informational texts. They rely heavily on topic knowledge, pictures and memorisation when 'reading' texts previously heard. Although Role Play readers may begin to identify their own name or parts of it, they are yet to match spoken and written words.

The key indicators for this phase are:

Use of texts

- ◆ Listens to and demonstrates comprehension by talking about significant ideas from the text.
- ◆ Displays reading-like behaviour, e.g. holds book right way up, clicks mouse to see new window.
- ◆ Knows that print carries a message, but may 'read' their own writing and unfamiliar texts differently each time.
- ◆ Selects texts primarily for enjoyment, e.g. uses cover and illustrations.

Contextual understanding

- ◆ Makes links to own experience when listening to or 'reading' texts, e.g. points to illustrations, saying 'I had a party'.
- ◆ Identifies and talks about familiar characters or people from texts.

Conventions

- ◆ Recognises own name, or part of it, in print.
- ◆ Knows repetitive patterns in very familiar stories, e.g. Run, run as fast as you can . . .

Processes and strategies

- ◆ Relies upon knowledge of topic and text organisation, such as pictures, when 'reading'.
- ◆ Relies on the strategy of connecting to comprehend, e.g. connects text to self.

Experimental phase

In this phase, readers use memory of familiar, predictable texts and their developing sound–symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited and known vocabulary and supportive illustrations.

The key indicators for this phase are:

Use of texts

- ◆ Reads and demonstrates comprehension of texts by: – recalling some ideas explicit in a text – identifying the topic of a text – selecting a limited number of explicit events to retell a text – linking two ideas explicit in a text, e.g. an action and its result.
- ◆ Demonstrates that print remains constant, e.g. transfers knowledge of familiar words from one context to another.
- ◆ Maintains the storyline when 'reading' familiar texts, although a limited number of words are read accurately.
- ◆ With assistance, locates and selects texts appropriate to purpose or interest.

Contextual understanding

- ◆ Expresses an opinion about a text, but may not always be able to justify it.
- ◆ Identifies the role of the author and illustrator of a text.
- ◆ Talks about the ways different people or characters are represented in texts, e.g. The girl in this story plays football.

Conventions

- ◆ Recognises a small bank of known words in different contexts, e.g. personally significant words.
- ◆ Identifies the letters of the alphabet by name or sound.
- ◆ Demonstrates understanding of the concepts and conventions of print, e.g. left to right, top to bottom, capital letters.

Processes and strategies

- ◆ Draws upon a limited knowledge base to comprehend, e.g. topic knowledge, sentence patterns and sound–symbol relationships.
- ◆ Uses a limited range of strategies to comprehend, e.g. predicting, comparing.
- ◆ Determines unknown words by using word-identification strategies, e.g. predicting using beginning letters and/or pictures.

Early Phase

Early readers recognise a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on exactly what is on the page, using sounding out as a primary word-identification strategy

The key indicators for this phase are:

Use of texts

- ◆ Reads and demonstrates comprehension of texts by: – recalling key information explicit in a text – identifying the main idea explicit in a text – selecting events to retell a text, sometimes including unnecessary events or information – linking explicit ideas in a text, e.g. comparing a character at different points in the text.
- ◆ Locates and selects texts appropriate to purpose, interest and readability, e.g. uses library systems, skims contents page.

Contextual understanding

- ◆ Expresses and justifies personal responses to texts, e.g. ‘I didn’t like . . . because . . .’.
- ◆ Understands that authors and illustrators select information to suit a purpose and an audience.
- ◆ Recognises how characters, people and events are represented, and offers suggestions for alternatives.

Conventions

- ◆ Recognises a bank of frequently used words in different contexts, e.g. high-frequency words, personally significant words.
- ◆ Recognises all letters by name, and their regular sound.
- ◆ Explains how known text forms vary, by stating: – purpose, e.g. procedures instruct – some elements of organisation, e.g. procedures have headings – some elements of structure, e.g. procedures list materials and steps.

Processes and strategies

- ◆ Draws upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text-structure knowledge.
- ◆ Uses a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate.
- ◆ Determines unknown words by using word-identification strategies, e.g. decoding using phonemes, onset and rime.
- ◆ Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression and loss of meaning.

Transitional Phase

In this phase, readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.

The key indicators for this phase are:

Use of texts

- ◆ Reads and demonstrates comprehension of texts by: – identifying the main idea(s), citing supporting detail – selecting events from a text to suit a specific purpose – linking ideas, both explicit and implicit, in a text, e.g. cause and effect.
- ◆ Locates and selects texts appropriate to purpose and audience, e.g. uses search engines, checks currency of information.

Contextual understanding

- ◆ Recognises own interpretation may differ from that of other readers or the author/s.
- ◆ Recognises devices that authors and illustrators use to influence construction of meaning, e.g. visual clues, omissions.
- ◆ Recognises that authors and illustrators attempt to position readers.
- ◆ Recognises how characters or people, facts and events are represented, and can speculate about the author’s choices.

Conventions

- ◆ Recognises an increasing bank of words in different contexts, e.g. subject-specific words, less common words.
- ◆ Explains how known text forms vary by using knowledge of: – purpose, e.g. to persuade – text structure, e.g. problem and solution – text organisation, e.g. headings, subheadings, an index, glossary – language features, e.g. conjunctions.

Processes and strategies

- ◆ Draws upon an increasing knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary.
- ◆ Uses an increasing range of strategies to comprehend, e.g. creating images, determining importance.
- ◆ Determines unknown words by using word-identification strategies, e.g. reading on, re-reading.

Proficient Phase

Proficient readers have developed a multistrategy approach to identify unknown words and comprehend demanding texts such as subject-specific textbooks, novels and essays. They are able to select strategies appropriate to the purpose and complexity of the text. Readers have a greater ability to connect topic, grammatical, cultural/world and text-structure knowledge with what is new in the text. Proficient readers identify the target audience of a text. They draw on evidence from their own experience to challenge or question the text.

The key indicators for this phase are:

Use of texts

- ◆ Reads and demonstrates comprehension of texts by: – explaining how the main idea and supporting information relate to the author’s purpose and the intended audience – selecting events from a text to suit a specific audience – linking ideas, both explicit and implicit, in a text, e.g. thesis and supporting arguments.
- ◆ Locates and evaluates appropriateness of texts and information in texts in terms of purpose and audience, e.g. validity, bias.

Contextual understanding

- ◆ Recognises how one’s values, attitudes and beliefs impact on the interpretation of text.
- ◆ Discusses the target audience for a specific text, and how the author has tailored the language, ideas and presentation to suit.

Conventions

- ◆ Recognises manipulation of text structure and text organisation, e.g. historical account written as a narrative.
- ◆ Recognises the selection of language features such as: – words to distinguish fact from opinion and bias, e.g. I think, It has been reported – words/phrases that signal relationships, e.g. similarly — to compare, on the other hand — to contrast – synonyms to denote connotations, e.g. thief, bandit, pickpocket.

Processes and strategies

- ◆ Selects from a broad knowledge base to comprehend, e.g. text structure and organisation, cultural/world knowledge, grammar, vocabulary.
- ◆ Selects appropriate strategies from a wide range to comprehend.
- ◆ Determines unknown words by selecting appropriate word-identification strategies.

Accomplished Phase

Accomplished readers use a flexible repertoire of strategies and cues to comprehend texts and to solve problems with unfamiliar structure and vocabulary. They are able to fluently read complex and abstract texts such as journal articles, novels and research reports. Accomplished readers access the layers of information and meaning in a text according to their reading purpose. They interrogate, synthesise and evaluate multiple texts to revise and refine their understandings

The key indicators for this phase are:

Use of texts

- ◆ Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose.
- ◆ Synthesises information from texts, with varying perspectives, to draw conclusions.
- ◆ Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience.

Contextual understanding

- ◆ Discusses reasons why a text may be interpreted differently by different readers, e.g. personal background of reader, author bias, sociocultural background.
- ◆ Discusses how the context (time, place, situation) of an author influences the construction of a text.
- ◆ Analyses the use of devices such as rhetoric, wit, cynicism and irony designed to position readers to take particular views.

Conventions

- ◆ Uses knowledge of one text form to help interpret another, e.g. literary features in informational texts.
- ◆ Recognises the effectiveness of language features selected by authors.

Processes and strategies

- ◆ Consciously adds to a broad knowledge base, as required, to comprehend.
- ◆ Selects appropriate strategies from a wide range to comprehend.
- ◆ Determines unknown words by selecting appropriate word-identification strategies.

Writing

Roleplay phase

In this phase, writers emulate adult writing by experimenting with marks to represent written language. Role Play writers are beginning to understand that writing is used to convey meaning or messages; however, as understandings about sound–symbol relationships are yet to develop, their messages are not readable by others. Role Play writers rely heavily on topic knowledge to generate text.

The key indicators for this phase are:

Use of texts

- ◆ Assigns a message to own written and drawn symbols.
- ◆ Demonstrates awareness that writing and drawing are different.
- ◆ Knows that print carries a message, but may ‘read’ writing differently each time.

Contextual understanding

- ◆ States purpose or audience for own writing, e.g. This is a card for Dad.
- ◆ Identifies and talks about characters from literary texts.
- ◆ Identifies and talks about people and ideas in informational texts.

Conventions

- ◆ Begins to demonstrate an awareness of directionality, e.g. points to where print begins.
- ◆ Uses known letters or approximations of letters to represent writing.

Processes and strategies

- ◆ Relies upon personal experiences as a stimulus for ‘writing’.

Experimental phase

In this phase, writers are aware that speech can be written down. Experimental writers rely on familiar topics to generate a variety of texts such as greeting cards, lists and letters. They demonstrate an understanding of one-to-one correspondence by representing most spoken words in their written texts. These words may consist of one, two or three letters, and reflect their developing understanding of sound–symbol relationships.

The key indicators for this phase are:

Use of texts

- ◆ Experiments with familiar forms of writing, e.g. lists, captions, retells.
- ◆ Uses writing with the intention of communicating a message.
- ◆ Demonstrates awareness that print contains a constant message, e.g. recalls the ‘gist’ of the message over time.
- ◆ With assistance, finds information in texts appropriate to purpose or interest.

Contextual understanding

- ◆ Provides reasons why people write, e.g. to remember, to say thank you.
- ◆ States the purpose and audience of own writing, e.g. I am going to write to grandma to say . .
- ◆ Talks about how characters and events are represented in literary texts.
- ◆ Talks about how people and ideas are represented in informational texts.

Conventions

- ◆ Writes using simple language structures, e.g. I like . . . , I see . . .
- ◆ Demonstrates one-to-one correspondence between written and spoken word, e.g. word-pointing when reading back own writing.
- ◆ Begins to demonstrate understanding of the conventions of print.
- ◆ Identifies the letters of the alphabet by name or by common sounds.

Processes and strategies

- ◆ Draws upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound–symbol relationships.
- ◆ Uses a limited range of strategies throughout the writing process, e.g. connecting.
- ◆ Uses a limited range of strategies to spell, e.g. sounding out.
- ◆ Decides how own text will be presented.

Early phase

Early writers produce a small range of texts that exhibit some of the conventions of writing. Texts such as retells, reports and emails are composed to share experiences, information or feelings. Early writers have a small bank of frequently used words that they spell correctly. When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling patterns.

The key indicators for this phase are:

Use of texts

- ◆ Attempts a small range of familiar texts, either teacher-directed or self-selected.
- ◆ With assistance, finds information in texts and records through drawing or writing key words.

Contextual understanding

- ◆ Explains the purpose of a small range of familiar text forms, e.g. jokes are to entertain.
- ◆ Talks about the purpose of a piece of writing and the ideas that need to be included.
- ◆ Explains why characters or events are represented in a particular way when composing literary texts.

Conventions

- ◆ Spells and uses a small bank of known words correctly.
- ◆ Knows all letters by name, and their common sounds.
- ◆ Knows simple letter patterns and the sounds they represent, e.g. sh, ch, ee.
- ◆ Writes simple sentences using correct punctuation.

Processes and strategies

- ◆ Uses a small range of strategies throughout the writing process, e.g. self-questioning.
- ◆ Uses a small range of strategies to spell unknown words, e.g. chunking, sounding out.
- ◆ Talks or draws as a means of planning before writing.
- ◆ Begins to proofread and edit own writing when directed, e.g. deleting words, adding punctuation.
- ◆ Creates a published text that is beginning to reflect the intended purpose.

Transitional phase

Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organisation. They consider audience and purpose when selecting ideas and information to be included in texts. They compose a range of texts including explanations, narratives, brochures and electronic presentations. Writing shows evidence of a bank of known words that are spelt correctly. Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown words.

The key indicators for this phase are:

Use of texts

- ◆ Composes a range of texts but may not fully control all elements.
- ◆ Composes texts by finding, recording and organising information appropriate to purpose.

Contextual understanding

- ◆ Selects ideas to include in own text to suit purpose and audience.
- ◆ Discusses alternatives about how to represent characters and events when composing literary texts.
- ◆ Discusses alternatives about how to represent people and ideas when composing informational texts.
- ◆ Experiments with the use of devices, e.g. repetition of words or phrases.

Conventions

- ◆ Varies vocabulary to add interest.
- ◆ Spells and uses an increasing bank of known words correctly.
- ◆ Knows less common letter patterns and the sounds they represent, e.g. tion, ph.
- ◆ Writes a variety of simple and compound sentences, using correct punctuation.
- ◆ Groups related information, sometimes without regard for paragraphing conventions.

Processes and strategies

- ◆ Uses an increasing range of strategies throughout the writing process, e.g. determining importance.
- ◆ Begins to organise ideas before writing, e.g. brainstorming, drawing, jotting.

- ◆ Proofreads, edits and revises own writing when directed.
- ◆ Plans for and creates a published text that reflects the intended purpose and needs of the audience.

Conventional Phase

Conventional writers demonstrate control over the conventions of writing and most components of the writing process. While composing, they take responsibility for adjusting the language and content to suit specific audiences and purposes. Conventional writers craft a variety of literary and informational texts, such as biographies, web pages and documentary scripts. In this phase, writers use an increasing bank of known words and select from a wide vocabulary. They integrate a range of strategies to spell unknown words.

The key indicators for this phase are:

Use of texts

- ◆ Crafts a wide range of texts, demonstrating control over all elements.
- ◆ Composes texts by retrieving, recording and organising information appropriate to purpose and audience

Contextual understanding

- ◆ Adjusts the language and ideas to include in own texts to suit purpose and audience.
- ◆ Selects ways to represent characters and events to create specific effects in literary texts.
- ◆ Selects ways to represent people and ideas to create specific effects in informational texts.
- ◆ Uses devices when attempting to influence the reader, e.g. flattery, humour.

Conventions

- ◆ Selects vocabulary to create precise meaning.
- ◆ Spells and uses a large bank of known words correctly.
- ◆ Knows and uses less common letter patterns correctly, e.g. aisle, reign.
- ◆ Writes a variety of simple, compound and complex sentences using correct punctuation.
- ◆ Develops a paragraph by writing a topic sentence and including supporting information.

Processes and strategies

- ◆ Selects appropriate strategies to use throughout the writing process.
- ◆ Selects appropriate strategies to spell unknown words.
- ◆ Plans for writing in a range of ways, e.g. graphic organisers, storyboard.
- ◆ Selects appropriate publication formats to enhance audience understanding and impact.

Proficient Phase

Proficient writers demonstrate control over all components of the writing process. They understand how purpose and audience impact on writing and are able to craft and manipulate texts to suit. They compose texts such as research papers, newspaper articles, expositions and hypertexts. Proficient writers are able to convey detailed information and explore different perspectives. They have developed an extensive vocabulary, and use a multistrategy approach to spelling.

The key indicators for this phase are:

Use of texts

- ◆ Controls the crafting of a large repertoire of texts.
- ◆ Critiques own texts by evaluating the information retrieved, recorded and organized

Contextual understanding

- ◆ Makes critical choices about the composition of a text to suit different purposes and to influence audiences.
- ◆ Consciously provokes positive or negative responses through the representation of people and ideas in informational texts.
- ◆ Selects devices designed to enhance impact or to influence a particular audience.

Conventions

- ◆ Selects vocabulary for its shades of meaning and effect.
- ◆ Has accumulated an extensive bank of known words that are spelt and used correctly.
- ◆ Is aware of the many letter patterns that are characteristic of the Dutch spelling system.
- ◆ Uses grammatically complex sentences appropriately and correctly.

Processes and strategies

- ◆ Selects appropriate strategies to use throughout the writing process.
- ◆ Accurately spells, using a multistrategy approach.

- ◆ Plans for writing in efficient and effective ways.
- ◆ Refines writing to enhance impact.
- ◆ Makes critical choices about the publication of texts to suit different purposes and to create impact

Accomplished Phase

Accomplished writers are able to make critical choices about all components of writing — including style, vocabulary and content — as they craft a wide range of texts. They are able to develop complex ideas, sustain coherence and present information clearly. Writers in this phase reflect on, evaluate and critique their own writing to ensure that they have achieved their specific purpose for the intended audience.

The key indicators for this phase are:

Use of texts

- ◆ Controls the crafting of a large repertoire of texts.
- ◆ Critiques own texts by evaluating the information retrieved, recorded and organised.
- ◆ Is able to write using a dispassionate style that conceals personal bias.
- ◆ Is able to write using an emotive style that makes ideas more appealing.
- ◆ Writes with conviction, using a strong personal voice.
- ◆ Uses the metalanguage associated with writing.

Contextual understanding

- ◆ Makes critical choices about the composition of a text based on an analysis of the purpose and the intended audience.
- ◆ Consciously provokes positive or negative responses through the representation of characters and events in literary texts.
- ◆ Consciously provokes positive or negative responses through the representation of people and ideas in informational texts.
- ◆ Selects devices designed to enhance impact or to influence a particular audience.
- ◆ Recognises how one's values, attitudes and beliefs impact on the composition of a text.
- ◆ Accommodates or resists the likely expectations of particular audiences.

Conventions

- ◆ Deliberately selects words to convey meaning economically and precisely.
- ◆ Accurately spells a wide range of words.
- ◆ Consciously selects sentence structure and associated punctuation to achieve impact.
- ◆ Organises ideas and information clearly, sustaining coherence throughout texts.
- ◆ May choose to deviate from the conventions of writing to enhance impact.

Processes and strategies

- ◆ Consciously adds to semantic, graphophonic and syntactic knowledge as required, when writing.
- ◆ Selects appropriate strategies to use throughout the writing process.
- ◆ Accurately spells, using a multistrategy approach.
- ◆ Competently uses an extensive range of processes to plan, draft and refine writing.
- ◆ Makes critical choices about the publication of texts based on an analysis of the purpose and the intended audience.

Viewing

Beginning phase

Students make simple interpretations from multimodal texts. They demonstrate their emerging awareness of the codes and conventions of the semiotic systems. Students use these codes and conventions to predict and construct meaning as they interact with a range of multimodal texts, e.g. **illustrations, colour, facial expressions**. They produce multimodal texts through making connections and creative play.

The key indicators for this phase are:

Use of texts

- ◆ Makes use of images to 'read' simple picture books and signs.
- ◆ Makes meaning from personally significant multimodal texts, e.g. picture books, films, catalogues and television programs.
- ◆ Produces simple multimodal texts, e.g. draws, makes pictures.
- ◆ Selects simple multimodal texts primarily for enjoyment.
- ◆ Displays viewing behaviours, e.g. using icons.

Contextual understanding

- ◆ Expresses personal views about characters or people in different multimodal texts. e.g. I like Shrek because it is good.
- ◆ Recognises common signs and symbols used in the environment e.g. stop signs, exit signs.
- ◆ States purpose or audience for own multimodal texts, e.g. I have made this e-card for Nana.

Conventions

- ◆ Distinguishes written words from images.
- ◆ Shows beginning awareness of some of the codes and conventions of the semiotic systems, e.g. volume, simple facial expressions, light and dark colours.

Processes and strategies

- ◆ Relies on a range of familiar strategies to make meaning, e.g. connecting, predicting.
- ◆ Begins to use familiar codes and conventions of the semiotic systems to make meaning, e.g. sound effects, colour, appearance.

Early phase

Students make meaning and respond to a small range of multimodal texts that have familiar topics and predictable text structure. They demonstrate their awareness of the organisational and structural features and the codes and conventions of the semiotic systems in a range of multimodal texts. They use some specific codes and conventions, when producing simple multimodal texts.

The key indicators for this phase are: Use of texts

- ◆ Produces a small range of multimodal texts to achieve a specific purpose, e.g. greeting cards, warning signs.
- ◆ Selects information in multimodal texts to achieve a simple purpose, e.g. selects clip art to make a poster, explains that this pictograph shows how students travel to school.
- ◆ Identifies some of the organisational and structural features of multimodal texts, e.g. photos, line drawings, graphs.

Contextual understanding

- ◆ Talks about how characters, people, events and ideas are represented in multimodal texts.
- ◆ Identifies the purpose of a small range of multimodal texts e.g. email, poster, video game, factual book. Selects appropriate multimodal texts to suit a small range of purposes.
- ◆ Links familiar devices with their purpose, e.g. loud music to indicate fear.

Conventions

- ◆ Recognises the use of simple codes and conventions of the semiotic systems when making meaning from multimodal texts, e.g. visual – lighting.
- ◆ Uses simple codes and conventions of the semiotic systems when creating multimodal texts.

Processes and strategies

- ◆ Uses a limited range of strategies for comprehending and producing multimodal texts, e.g. inferring, comparing.
- ◆ Draws upon a small knowledge base from the semiotic systems when comprehending and producing multimodal texts, e.g. linguistic, visual.

- ◆ Decides how own multimodal text will be planned.

Exploratory phase

Students begin to integrate a variety of strategies for interpreting multimodal texts. They typically recognise and understand links between the content and purpose and form of multimodal texts. Students identify the ways in which the codes and conventions of the semiotic systems shape meaning. They use known codes and conventions when producing multimodal texts for different purposes. They identify simple symbolic representation and stereotypes.

The key indicators for this phase are:

Use of texts

- ◆ Produces a range of multimodal texts but may not fully control all elements.
- ◆ Explains how multimodal texts differ by identifying text features such as purpose, organisation and structure.
- ◆ Uses multimodal resources effectively to suit purpose.

Contextual understanding

- ◆ Expresses and justifies personal responses to multimodal texts.
- ◆ Recognises the different ways characters, people, events and ideas are represented.
- Identifies purpose and target audience for a range of multimodal texts, e.g. to persuade teenagers, to entertain children.
- ◆ Experiments with the use of devices, e.g. to suit the purpose of the multimodal text.

Conventions

- ◆ Recognises codes and conventions of the semiotic systems used to produce multimodal texts.
- ◆ Explains how multimodal texts differ by identifying text features such as purpose, organisation and structure.
- ◆ Begins to use the correct terminology of the codes and conventions of the semiotic systems.

Processes and strategies

- ◆ Begins to adjust viewing strategies for different texts and different purposes.
- ◆ Draws upon an increasing knowledge from the semiotic systems when comprehending and producing multimodal texts, e.g. gestural, spatial, visual.
- ◆ Plans and produces a multimodal text that is beginning to reflect the intended purpose.

Consolidating phase

Students integrate a variety of strategies for interpreting more complex multimodal texts. They recognise that all texts are constructed for particular purposes, contexts and audiences. Students understand and use the codes and conventions of the semiotic systems when producing and interpreting different multimodal texts. They understand that the interpretation of a text can differ according to the socio-cultural background and experiences of the viewers.

The key indicators for this phase are:

Use of texts

- ◆ Produces a wide range of multimodal texts demonstrating control over most elements.
- ◆ Recognises and discusses the purpose of text features and how these frame meaning, e.g. layout favours some information implying importance.
- ◆ Selects multimodal resources appropriately to suit purpose and audience.

Contextual understanding

- ◆ Recognises that the interpretation of a multimodal text will vary depending on the personal experiences of all viewers.
- ◆ Discusses alternatives about how characters, people, events and ideas are represented.
- ◆ Explains how the elements of a multimodal text have been deliberately selected to produce meaning for a specific purpose.
- ◆ Uses devices when attempting to influence viewers, e.g. composition, realistic style.

Conventions

- ◆ Uses codes and conventions of the semiotic systems when producing multimodal texts.
- ◆ Explains similarities and differences of identifying text features such as purpose, organisation, structure. Recognises the codes and conventions that are used to achieve specific effects.

Processes and strategies

- ◆ Draws upon an increasing knowledge from the semiotic systems when comprehending or producing multimodal texts.
- ◆ Plans and produces a multimodal text appropriate to the purpose and audience.
- ◆ Develops awareness of how to monitor and reflect on viewing strategies.

Proficient Phase

Students have become critical viewers of more complex texts and are aware that texts are constructed for specific purposes. They are able to identify the dominant readings of texts, but can also offer alternative interpretations, which take into account different groups and ideologies. When producing multimodal texts, students are able to craft and manipulate the codes and conventions to achieve a specific purpose.

The key indicators for this phase are:

Use of texts

- ◆ Produces increasingly more complex multimodal texts demonstrating control over most elements.
- ◆ Controls the crafting of a large repertoire of multimodal texts.
- ◆ Critically selects from a number of multimodal resources to suit purpose and audience.

Contextual understanding

- ◆ Makes critical choices about the way characters, people, events and ideas are represented to suit different purposes and influence audiences.
- ◆ Continues to use devices designed to enhance impact or influence viewers, e.g. advertisements contain positive images.

Conventions

- ◆ Selects appropriate codes and conventions of the semiotic systems when producing a multimodal text.
- ◆ Evaluates the effectiveness of the choice of the codes and conventions to achieve specific effects. Evaluates the effectiveness of text features in framing meaning.

Processes and strategies

- ◆ Reflects on and evaluates the effectiveness of strategies used when viewing.
- ◆ Continues to draw upon increasing knowledge of the semiotic systems when comprehending or producing multimodal texts.
- ◆ Selects appropriate publication formats to enhance understanding and impact.
- ◆ Monitors and adjusts viewing processes and strategies.

Advanced Phase

Students evaluate a wide range of complex multimodal texts in multiple ways, recognising relationships between texts, making systematic analyses and providing evidence-based justifications for their judgements. Students identify ideologies represented in multimodal texts with critical awareness of the influences of their personal and socio-cultural understandings. They use a broad repertoire of codes and conventions to produce multimodal texts for impact.

The key indicators for this phase are:

Use of texts

- ◆ Draws on knowledge of other texts and current events to comprehend and produce complex, sophisticated multimodal texts.
- ◆ Controls the crafting of a large repertoire of multimodal texts, using a range of technologies. Critiques own texts by evaluating the effectiveness in achieving the purpose.

Contextual understanding

- ◆ Recognises the impact that changing technologies have in changing multimodal texts, e.g. Internet/blogs increase the immediacy and production of multimodal texts.
- ◆ Provokes responses through the conscious representation of characters, people, events and ideas in certain ways.
- ◆ Makes critical choices about the selection of elements of a multimodal text to suit different purposes and influence audiences.
- ◆ Selects appropriate devices designed to enhance impact and discusses how they influence particular viewers.

Conventions

- ◆ Consciously selects codes and conventions of the semiotic systems to achieve impact.
- ◆ Continues to evaluate the choice of codes and conventions to achieve specific effects.
- ◆ Manipulates text features to achieve specific effects.

Processes and strategies

- ◆ Consciously adds to the knowledge of the semiotic systems as required to achieve different purposes when comprehending or producing multimodal texts.
- ◆ Makes critical choices about the publishing formats of multimodal texts to create impact.
- ◆ Articulates how viewing strategies help the viewing and production of multimodal texts.