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# GCE English Language 2015

## Child Language Data Teacher Pack

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### Contents

<b>1. Introduction</b>	<b>1</b>
<b>2. English phonemic reference chart</b>	<b>2</b>
<b>3. Data from past papers</b>	<b>3</b>
January 2010	3
June 2010	8
January 2011	11
June 2011	14
January 2012	17
June 2012	20
January 2013	23
June 2013	26
June 2014	30
<b>4. Indicative content from past paper mark schemes</b>	<b>34</b>
January 2010 Texts 4–6	34
January 2010 Texts 7 and 8	35
June 2010 Text 4	36
June 2010 Text 5	37
January 2011 Text 4	38
January 2011 Text 5	39
June 2011 Text 4	41
June 2011 Texts 5 and 6	42
January 2012 Text 4	44
January 2012 Text 5	46
June 2012 Text 4	48
June 2012 Text 5	50
January 2013 Text 4	53
January 2013 Text 5	54
June 2013 Text 4	55
June 2013 Texts 5–8	56
June 2014 Text 4	60
June 2014 Texts 5–7	61



# 1. Introduction

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Our Child Language scheme of work refers to data that can be used from our past papers to support teaching Component 2 of the new AS and A level GCE English Language 2015 qualification.

This document gathers together in one handy resource all the child language data from the past papers of our Edexcel GCE English Language 2008 specification.

This data can be used to teach students about particular aspects of child language development, with both spoken and written data represented. However, please remember that this data has been taken from the 2008 specification and is therefore not entirely representative of the amount of data that students will encounter in the 2015 specification. Therefore, please familiarise yourself with the GCE 2015 [AS](#) and [A level](#) Sample Assessment Materials as these do give an indication of the quantity of data that will be used in examinations.

We thought it would also be helpful for you to have guidance on the range of features that could be explored in the data. We have therefore also included extracts from the mark schemes that relate to the data. Although the indicative content would have been written with a particular question in mind, the details provided are a good starting point for the exploration of the data.

We have also included the English phonemic reference sheet, which will be included in all GCE 2015 examination papers where phonemic transcription is used.

## 2. English phonemic reference chart

### 2. English phonemic reference chart

Vowels					
kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

Diphthongs							
face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

Consonants					
pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		ɺ		ŋ	

### 3. Data from past papers

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January 2010

Text 4

Aged 4 years 11 months



**Transcript:**

I plt with my toys.

### 3. Data from past papers

#### Text 5

Aged 5 years 1 month



#### Transcript:

I wochd a scry muly

Text 6

Aged 5 years 6 months



**Transcript:**

Fill a bucket with sand.  
 Pat it down with sand.  
 Tip it over.  
 Lift it off.  
 Well done you have made it

**Typed version:**

Fill a bucket with sand.  
 Pat it down with sand.  
 Tip it over.  
 Lift it off.  
 Well done you have made it.

### 3. Data from past papers

#### Text 7

Written at school by Sophie, aged 6 years, 6 months. Her teacher has made some corrections.

Sophie Wednesday 2nd May.  
Warkworth Castle  
yesterday we went to  
Warkworth Castle.  
We saw a drawbridge and 5  
we saw some arrow slits.  
Then we pretended to fire  
at Mrs Bates. The sun came  
out and then the sun went  
in. I was in pretending to be 10  
a Queen. We went into a  
room it was the great hall  
we danced in the great hall.  
Then we went into the  
chapel we puted a we 15  
hands to gether and we  
closed our eyes. Then  
we saw the <sup>kitchen</sup> din. Then we  
saw some bread crust sters,  
we went up the sters. 20  
we saw a bedroom it was  
a gilded room. We saw  
the toilet we looked down  
it. It was the very dirty.  
I really enjoyed reading this account, Sophie. 25



### 3. Data from past papers

#### Transcript:

Sophie  
Wednesday 2<sup>nd</sup> May  
Warkworth Castle

Yesterday we went to Warkworth Castle. we saw a drawbridge and we saw a some arrow slits. I then we btended to firing At Mrs bates. The sun came out and then the sun went in. I was in bretending to be a Queen. We went into a room it was the grat hall. we dancest in the grat hall. Then we went into the chapel we put awe hands to gewver and we p v clost awer eyes. Then we saw the digin then we saw some sreacrut sters we warct up the sters we saw a benroom it i was a gareds room. We saw the tolit we looked down it. It was the very drk.

#### Typed version:

Sophie  
Wednesday 2<sup>nd</sup> May  
Warkworth Castle

Yesterday we went to Warkworth Castle. We saw a drawbridge and we saw some arrow slits. Then we pretended to fire at Mrs Bates. The sun came out and then the sun went in. I was pretending to be a Queen. We went into a room, it was the great hall. We danced in the great hall. Then we went into the chapel. We put our hands together and we closed our eyes. Then we saw the kitchen then we saw some secret stairs. We walked up the stairs. We saw a bedroom. It was a guard's room. We saw the toilet. We looked down it. It was very dark.

#### Text 8

Written by Sophie at home, aged 7 years 6 months.

Zoe and Rogers wedding  
On the 18th May 2008. I went to a wedding  
with my sister and Mum we were all  
Brides maids. The wedding was at Chester  
Zoo. On the Day of the wedding all of the  
Brides maids went to zoes hotel  
sweet to get changed in to the Dresses.  
There were 6 Brides Maids their names  
were Gracey, Megan, Megan, Sophie that's me  
Julie and Beth Bev

Zoe and Rogers wedding  
On the 18th May 2008. I went to a wedding  
With my sister and Mum we were all  
Brides maids. The wedding was at Chester  
Zoo. On the Day of the wedding all of the  
Brides maids went to zoes hotel  
sweet to get changed in to the Dresses.  
There were 6 Brides Maids their names  
were Gracey, Megan, Megan, Sophie that's me  
Julie and Beth Bev

### 3. Data from past papers

#### June 2010

##### Text 4

The following speech extracts were recorded over a few days when Niamh (pronounced /ni:v/) was 18 months old. She is talking to her mother.

Key:

(.) short pause

/IPA/ to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes.

Mother: yes

Niamh: yum

M: are you hungry (.) do you want something to eat

N: yeah

M: would you like some fruit Niamh (.) would you like a banana

5

N: banana /nɑ:nɑ/ (.) want banana /wɒn nɑ:nɑ/

M: here you are Niamh

N: apple /æpl/

M: it's a banana (.) banana

N: na (.) banana /nɑ:nɑ/

10

Niamh: juice /dʌs/ (.) juice

Mother: do you want some more juice

N: Niamh /ni:vi/ juice

M: yes that's your juice (.) do you want some more juice

N: orange juice /ɪŋ dʌs/

15

M: you want some orange juice (.) OK

N: what's that /wɒsæ/ what's that

M: what's this (.) you know what this is (.) this is a bottle Niamh /ni:vi/ (.) bottle

N: Niamh bottle /ni:vi bɒt/

Niamh: dog /dɒtdɒt/

20

Mother: pardon Niamh

N: do

M: yes (.) that's a dog on television isn't it (.) it's a big dog isn't it Niamh

N: big dog /bɪ dɒt/

Niamh: da (.) da [*points to a man digging in the garden*]

25

Mother: it's not your dad (.) Its uncle Chris isn't it

N: uncle Chris /ʌŋkwɪs/

M: do you want to read your book Niamh (.) shall we read your book Niamh

N: book (.) read book

### 3. Data from past papers

#### Text 5

The following are extracts from a single conversation between Niamh (pronounced /ni:v/) and her father recorded when Niamh was 2 years and 5 months old. They are looking at a photo album.

Key:

(2) Timed pause

/IPA/ to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes.

**Bold** - stressed word

b>

N.B. sometimes non-standard spelling to indicate some pronunciation

Niamh: Niamh /ni:vi/ (2) Niamh pictures (.) <b>look</b> Niamh drawinging	
Father: Niamh /ni:vi/drawing	
N: yes (.) Niamh ugh look (.) Niamh in there	
F: what's that then (2)	
N: erm (2)	5
F: who's that	
N: mammy	
F: who's that	
N: daddy /dæni/	
F: what's happening there	10
N: he in the wash (.) he having a wash /wɒs/	
F: he's having a wash	
N: can /æɪ/ I have it now (3) look Niamh /ni:vi/ (.) I want that /dæt/and that (.) and that /ðæt/	
F: you want that	15
N: yes	
[...]	
N: Niamh go in Dennis car 'cos it's <b>my</b> Dennis (2) look he in the [indecipherable]	
F: in a what	
N: in a car /kɔ/	
F: in a car	20
N: look there's uncle Chris /kɹɪs/ (.) there's uncle Chris (.) he's having /ævɪɪ/ a cuddle (.) he's having /hævɪɪ/ a cuddle	
F: who's having a cuddle	
N: we having a cuddle	
[...]	
N: look Brigit in Niamh's /ni:vɪz/ room (.) Brigit's in Niamh's room is in the living room (.) look there's more pictures /pɪkʃəz/ (.) look look it Brigit as pirate	25
F: Brigit is a pirate	
N: yeah she's been going along the boat (.) Brigit in the /dæ/ bedberoom (.) Brigit in Niamh's bedroom /bædrʊm/(.) Brigit in Niamh's bedroom /bedrʊm/ (.) and /æn/ and /ænd/ Rebecca (.) Brigit in Niamh's room (.)and /æɪ/ Becca	30
F: have we got any more	
N: my cot /kɒt/ mu daddy /dadi/ (.) my cot /kɒt/	
F: that is your cot	
N: it is my cot /kɒt/	
F: that's your old bedroom	35
N: yeah that's my old bedroom /bædrʊm/ (.) my old bedroom (.) I been on a digger /dɪgə/	
F: have you	

### 3. Data from past papers

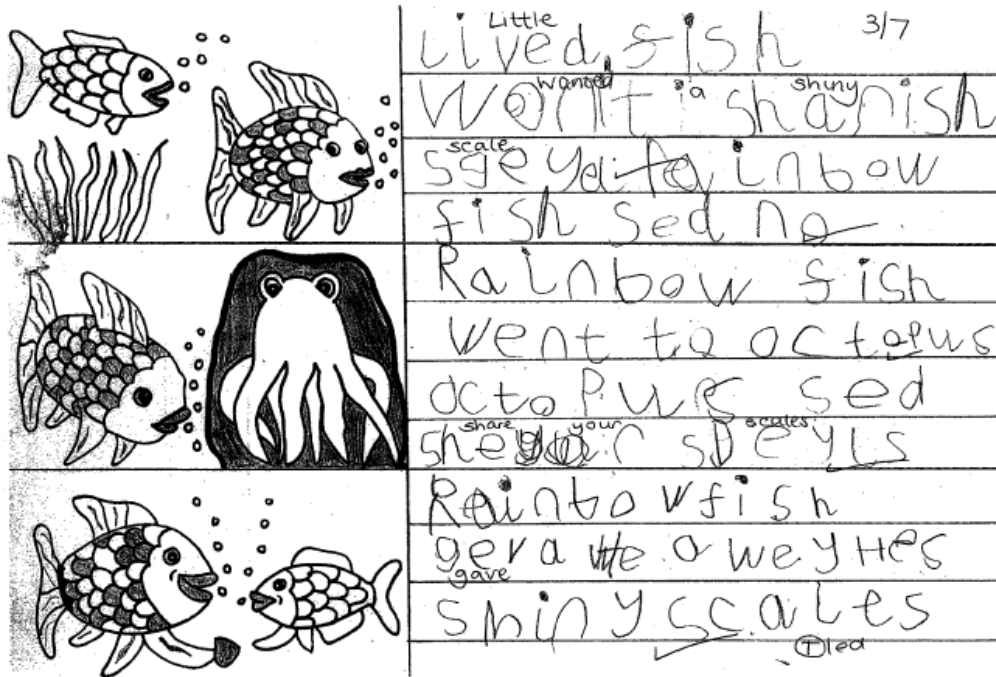
N: yeah I been on a digger (.) daddy been on a digger he got two digger and this digger and me go on this digger F: erm	40
N: and /ən/ lady /eɪdi/ push the /dɑ/ (.) a lady /eɪdi/ push the straps /sæps/ (.) push push /pʊʃ/ (.) push (.) push push /pus/ F: push the straps [...]	
N: erm what's that daddys (.) what's else daddy (2) look there's the builders (.) look they /ðeɪ/ are building the house (.) they /deɪ/ are building the house then the builders gone (.) and the builders gone (.) they are mending /maɪndɪŋ/ the house (.) they are mending the house F: they <b>are</b> mending the house	45
N: they are mending /mendɪŋ/ the house (.) oh <b>look</b> there's my toys ands my pad pool (.) <b>look</b> (.) and Niamh's drawer and there's Niamh's Niamh's cot (.) that got <b>more</b> cot (.) that grandma's cot (.) look there's a ladder (.) it's <b>your</b> ladder (.) it's your <b>ladder</b> (.) it's yours ladder (5) look at my toe.	50

### 3. Data from past papers

#### January 2011

Text 4 is an example of a handwritten text produced in school by Jake when he was 5 years and 8 months old.

#### Text 4



#### Transcript

lived fish  
 wonit shanish  
 sgeyel rainbow  
 fish sed no  
 Rainbow fish  
 went to octopus  
 octopus sed  
 she\*\*r s\*eyls  
 Rainbow fish  
 gev a he away hes  
 shiny scales

#### Key

Little fish  
 wanted a shiny  
 scale. Rainbow  
 fish said no.  
 Rainbow fish  
 went to octopus.  
 Octopus said  
 share your scales.  
 Rainbow fish  
 gave away his  
 shiny scales.

### 3. Data from past papers

**Text 5 is an extract taken from a recording of a family. In Text 5 the children are looking through a toy catalogue and discussing toys they like.**

#### Key

M - Mother

Madeline - aged 3 years 1 month

Patrick - aged 4 years 8 months

Jake - aged 7 years 3 months

(.) - micropause

? - indicates rising intonation associated with question

/IPA/ - IPA to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes.

<?> - indecipherable speech

#### Text 5

Madeline:	can I have this? (.) can I have look at these? [ <i>picks up catalogue</i> ] (.) I want to see a toys	
M:	you can have a look at the toys if you want /wɒn/	
Madeline:	I want to have that /dæt/ one	
M:	why do you want that one?	5
Madeline:	because /kɒz/ I like it (.) I like that /ðæt/ one with the playdough /beɪdɒl/	
M:	with the playdough (.) what do you like about the playdough?	
Madeline:	um	
Patrick:	I like that one the pink one	
M:	[ <i>laughs</i> ]	10
Madeline:	what you like mummy (.) you like that on or that one?	
M:	I like that one (.) I like the blue keyboard	
Madeline:	I like that /dæt/ one /twɒn/ with the /də/ pink computer /pu:tə/ on (.) click on (.) like click (.) click click	
M:	that's what you do on computers when you press the keys	15
Jake:	there are good toys aren't they?	
Madeline:	yeah (.) you want to have that one or that one or that one	
Jake:	I like that one	
Madeline:	look (.) look (.) look (.) [ <i>points to a model skull in the catalogue</i> ]	
M:	what's that?	20
Madeline:	it a hat (.) a hat you have to put on your head (.) that it (.) like that [ <i>mimes putting something on her head</i> ]	
Jake:	like that (.) to be like a zombie	
Madeline:	zombie /ɒmbi:/? (.) yes	
M:	that's a skull though it's an anatomy model (.) you can put parts of the body in	25
Patrick:	oh anatomy /ænə'tmi/	
M:	like the spleen and intestines and it's a puzzle	
Jake:	yes (.) it's like mine	
Madeline:	you want see other toys?	
M:	yes please	30
Patrick:	wow (.) that (.) is (.) cuddly awesome	
M:	awesome is it?	
Madeline:	you want see another one picture	
Patrick:	look at that one and that one	
M:	let me see	35

### 3. Data from past papers

Madeline:	close your /jə/ eyes	
M:	I'll close my eyes (5) can I look now	
Patrick:	you can look now	
M:	big huge trucks (.) is that a transformer truck?	
Jake:	no	40
Madeline:	it's a big tractor /twæct/	
M:	what can I see now	
Madeline:	police /pɔːlis/ car erm	
M:	trucks and cars	
Madeline:	yes Jake /eɪk/ (.) Jake /dʒeɪk/(.) close your eyes	45
Jake:	OK Madeline	
Madeline:	make your /jə/ eyes open	
Jake:	a dinosaur what do dinosaurs do?	
M:	what do dinosaurs do?	
Madeline:	[makes roaring noise]	50

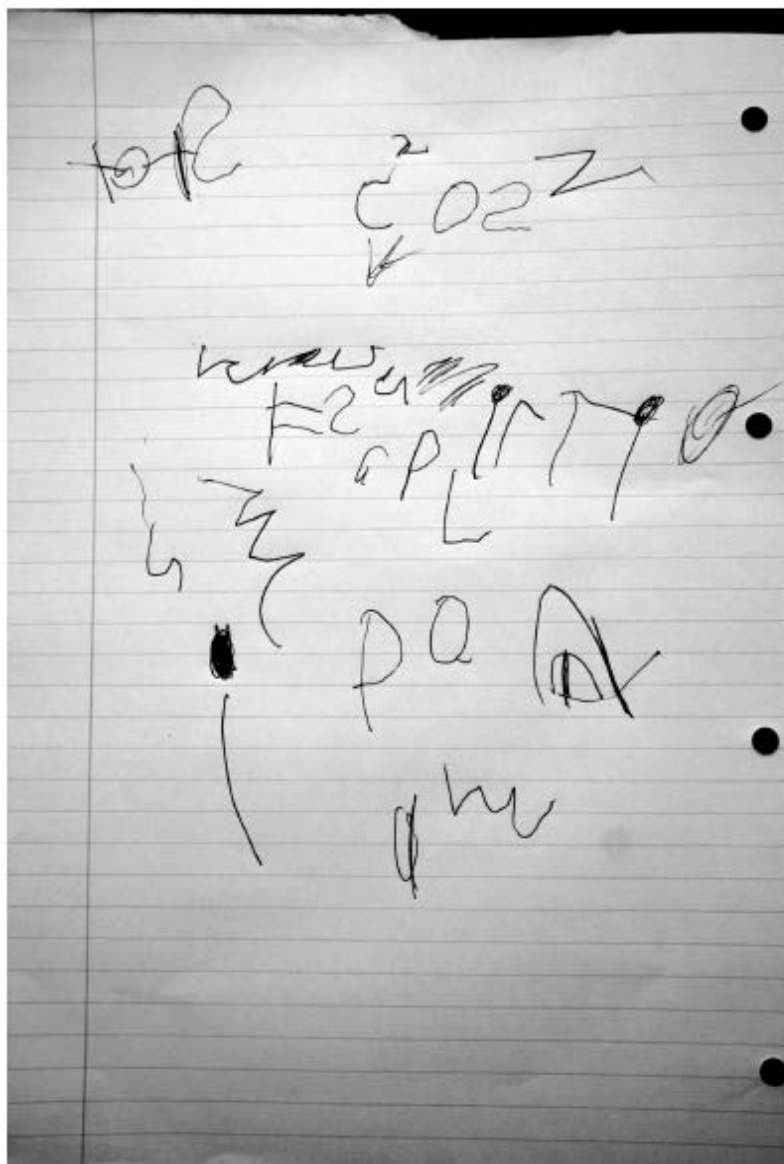
### 3. Data from past papers

#### June 2011

Text 4 is an example of emergent writing written by Sarah, aged 3 years nine months. It was written at home with no adult input.

##### Text 4

Sarah has written a list of birthday gifts she wants from her grandmother. She has copied the words from a toy catalogue then told her mother what she has written.



Key:

● Toys

● Zebra Camera

● Fisher Price

● Peppa Pig



### 3. Data from past papers

Texts 5 and 6 were produced by Emily, aged 8, at home. She did not have any help producing the texts.

#### Text 5

Text 5 was written by Emily to tell a neighbour about her holiday to London.

#### Regents Park

Regents Park  
Is in London. At the Park I saw Loads of squirrels a lady thore some Nuts so I went to pick them up a squirrel ate a nut it tickled my hand with its wisgers. Megan and Antie carl and uncle craig were sanding on a briage when I went on the bridge I thort it was very large after we went to Regents Park we went to a musum when I first enterd I could see a massive silver Globe a esgerlater went throo the big silver Globe inside the globe it was a brownie orange couler anhour later we went to see the Dinosaurs nearthe end ther was a T. Rex at London I thort it was amazing.

#### Transcript

#### Regents Park

Is in London. At the Park I saw Loads of squirrels a lady thore some Nuts so I went to pick them up a squirrel ate a nut it tickled my hand with its wisgers. Megan and Antie carl and uncle craig were sanding on a briage when I went on the bridge I thort It was very large after we went to Regents Park we went to a musum when I first enterd I could see a massive silver Globe a esgerlater went throo the big silver Globe inside the Globe it was a brownie orange couler an hour later we went to see the Dinosaurs nearthe end ther was a T. Rex at London I thort it was amazing!

5

#### Typed Version

#### Regents Park

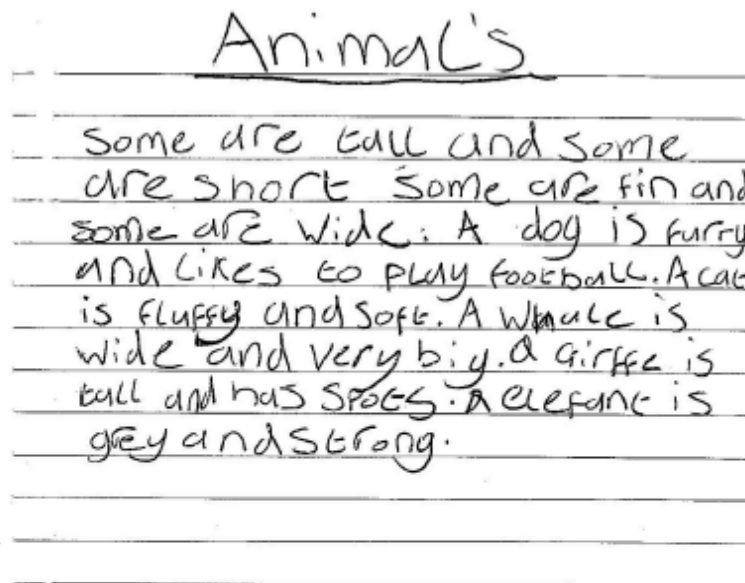
Is in London. At the Park I saw loads of squirrels. A lady throw/threw some nuts so I went to pick them up. A squirrel ate a nut. It tickled my hand with its whiskers. Megan and Auntie Carole and Uncle Craig were standing on a bridge. When I went on the bridge I thought it was very large. After we went to Regents Park we went to a museum. When I first entered I could see a massive silver globe. An escalator went through the big silver globe. Inside the globe it was a brownie orange colour. An hour later we went to see the dinosaurs. Near the end there was a T. Rex. At London I thought it was amazing!

10

### 3. Data from past papers

#### Text 6

Text 6 is a piece of writing Emily produced at home and gave to her parents.



#### Key

#### Transcript

##### Animal's

Some are tall and some are short some are fin and some are wide: A dog is furry and likes to play football. A cat is fluffy and soft. A whale is wide and very big. a Girffe is tall and has spots. A elefant is grey and strong.

#### Typed Version

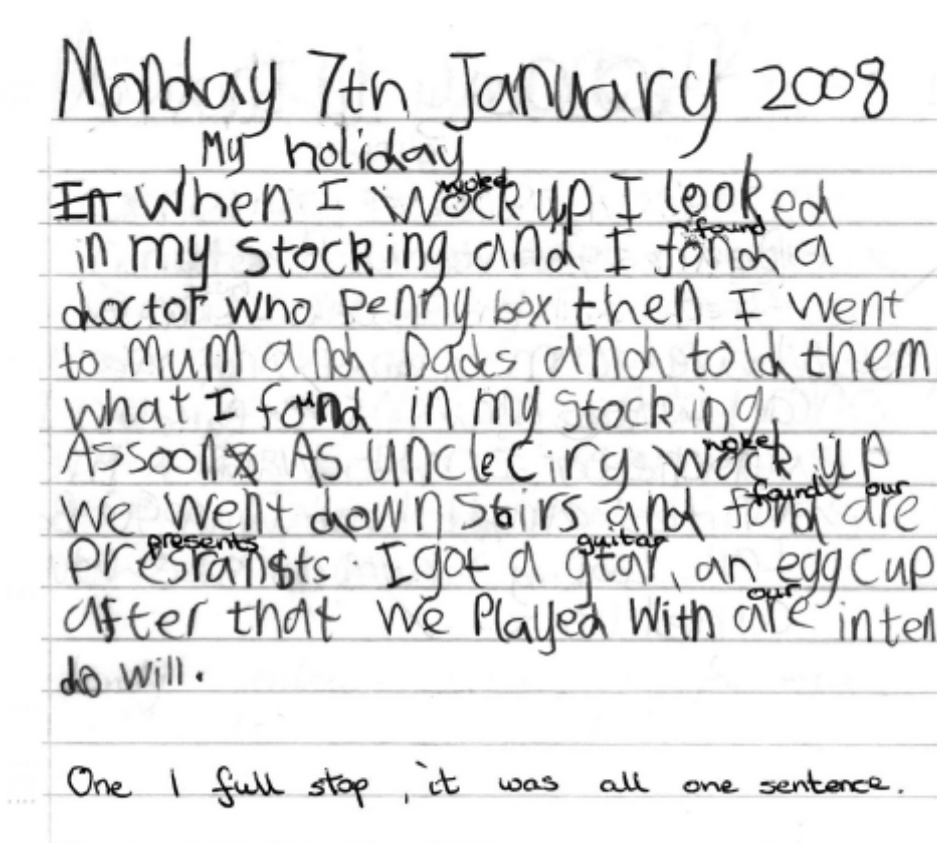
##### Animal's

Some are tall and some are short. Some are thin and some are wide. A dog is furry and likes to play football. A cat is fluffy and soft. A whale is wide and very big. A giraffe is tall and has spots. An elephant is grey and strong.

January 2012

Text 4

Sophie aged 7 yrs 1 month writes about Christmas Day as part of a school based exercise.



Transcript

Monday 7th January 2008  
 My holiday  
 In When I wock up I looked  
 In my stocking and I fond a  
 doctor who penny box then I went  
 to mum and Dads and told them  
 what I fond in my stocking  
 As soon As uncl Ciry wock up  
 we went downstirs and fond are  
 presrants. I got a gtar, an egg cup  
 After that we Played with are inten  
 Do will

### 3. Data from past papers

#### Text 5

Niamh, aged 3 years 3 months, is playing with her toys and talking to her father. She is pretending to make food using a kitchen and grocery play-set and her dolls.

#### Key

N Niamh

F Father

? rising intonation associated with question

(.) indicates a pause

(.) micropause

? indicates rising intonation associated with question

/IPA/ IPA to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes.

<?> indecipherable speech

N: [searches through toys singing to herself]

F: what you doing?

C: I'm here making /meɪ kɪn/ food (2) with lemon /lemən/ (.) make food with lemon

F: is that not a pineapple?

C: it's a p /p/ (1) lemon/eɪmən/

5

F: ok

C: put them /dem/ in the/ðə/ pan

F: what have you put in?

C: food (.) this /ðɪs/ is for my lunch /lʌntʃ/ and my pan (.) I put this (.) not in this (.) oh (.) that broccoli /brɒki/ (.) that new broccoli /brɒkli/ (.)

10

F: is that new broccoli /brɒkli/?

C: yes (.) purple (.) purple broccoli /brɒkli/ (.) what (.) why is green one ? [searches through toys] (.) oh (.) that oh (.) that a tree (.) that's elephant (.) I just /dʒʊs/ getting /getɪn/ lunch (.) I got (.) that's a cake /keɪki/ and /ən/ that's a biscuit /bɪskɪt/ (.) have biscuit and cake (.) biscuit /bɪskə/ in my lunch (.) that's all I need in my lunch (.) this in the middle /mɪdl/ (.) my /mə/ biscuit /bɪs/ is in the /ɪnə/ middle (.)

15

F: is your biscuit in the middle?

C: I am going to eat it now (.) dinner (.) I don't like chewing (.) I don't like chewing (.)

F: is it nice?

C: mmmm (.) I think /θɪŋk/ I want some salad /sæləd/ now (.)

20

F: what is it?

C: salad /sæləd/ tomato /təmatəʊ/ (2) that's my put on food (.) that my seat put on the family /fæmli/ on the food (.) I'm making your food (.) and Brigit's /breɪtɪs/ as well (.) I going to /gənə/ put beans on /ən/ as well (.) and dog food /fud/ (.)

F: [laughs] yum (.) aren't I lucky (.)

25

C: I don't like this in there daddy (.) beans and toast daddy and toast and beans and toast (.)

F: have you got some toast?

C: there is some there (.) I want butter /butə/ daddy (.) I want butter /butə/ (.) I want butter for my toast (.)

30

F: is there any butter?

C: no that's butter over there (.)

F: I see (.)

C: that tastes like butter for my bread (.) I am going to spread /spwed/ it over my (.) spread it over my bread (.) spread /sped/ (.) spread (.) spread (.) spread (.) I'm going to make myself /məself/ my food (.) that's my food and your food (.) I'm finding your fork and your knife (.) there you go (.)

35

### 3. Data from past papers

F:	thank you (.)	
C:	I got your food now (.) that's your food (.) nothing you had daddy (.) there you go (.) I making food for you (.) I making meal now (.) knock it knock it (.) stay (.) daddy stay (.)	40
F:	just a second Niahm (5) is that my dinner?	
C:	that's beans (.) no daddy (.) that not your food (.) that mine (.) naughty daddy naughty daddy that mine (2) look telephone (.) you tell me on the telephone / fəʊn/ daddy (.)	45
F:	tell who?	
C:	daddy?	
F:	who shall I tell on the phone?	
C:	me (.) on phone (.)	
F:	to tell what?	50
C:	no don't talk phone (.)	
F:	oh that's not a phone (.) It's the Dictaphone (.)	
C:	can they /dei/ hear me on the phone?	
F:	it's not a phone you use to ring people (.)	
C:	why?	55

### 3. Data from past papers

#### June 2012

##### Text 4

The father is helping Daisy, aged 2 years 5 months, to dress in the living room. In the background, her mother attends to her older brother, Josh, who has a cut on his hand.

##### Key

F: Father

D: Daisy

M: Mother

/IPA/ to indicate pronunciation of selected words.

? rising intonation suggests question

[ ] paralinguistic feature

( ) pause

(.) micropause

[Crying noises in the background]

D: what /w/ hap? what happens /hæpənz/? what's happened /hæpənd/?

M: Josh's got a scratch on his hand (2)

D: oh oh dear

D: I know what /ət/ you /u:/ need cream (.) you /ju/ need cream (.) I need cream on my hand (.) I need a cream (.) 5

F: why?

D: I just /jus/ a need my /mə/ cream (.) kiss it better /betə/ [kissing noises] (5) you did it self (.) you do it up (.) the buttons not on back (.)

F: the buttons aren't on the back no (.) 10

D: the buttons no on back (3) what happening /hæpənɪŋ/? (2) what happened to it? (2) what happened there /deə/?

F: where?

D: what happened to TV /tɪv/ (.) what happen TV /tɪvi/

F: what's happened to the T (.) V /ti vi/ 15

D: what /ʊ/ happened to the TV /tɪvi/(.) what happened to TV /tɪvi/? what happens to TV?

F: the sound's gone off (.) it's gone quiet (.)

D: sound's off (.) it gone quiet (.) it quiet (.) it gone quiet (.) it gone quiet (.)

F: yes it has gone quiet (.) why do you think that happened? 20

D: oh dear (.) switch it off (.) who switch it off? (.) who switch it off?

F: I think that might have been me (.) I think I switched it off (.)

D: what /wæ/ that /dæt/? what is it? what that?

M: it's called a dictaphone

D: dictaphone/dɪkəfəʊ/ (.) phone /fəʊn/ (.) dictaphone /dɪkəfəʊn/ 25

### 3. Data from past papers

#### Text 5

The following texts are six year-old Charlotte's designs for a website. They were written without adult supervision.

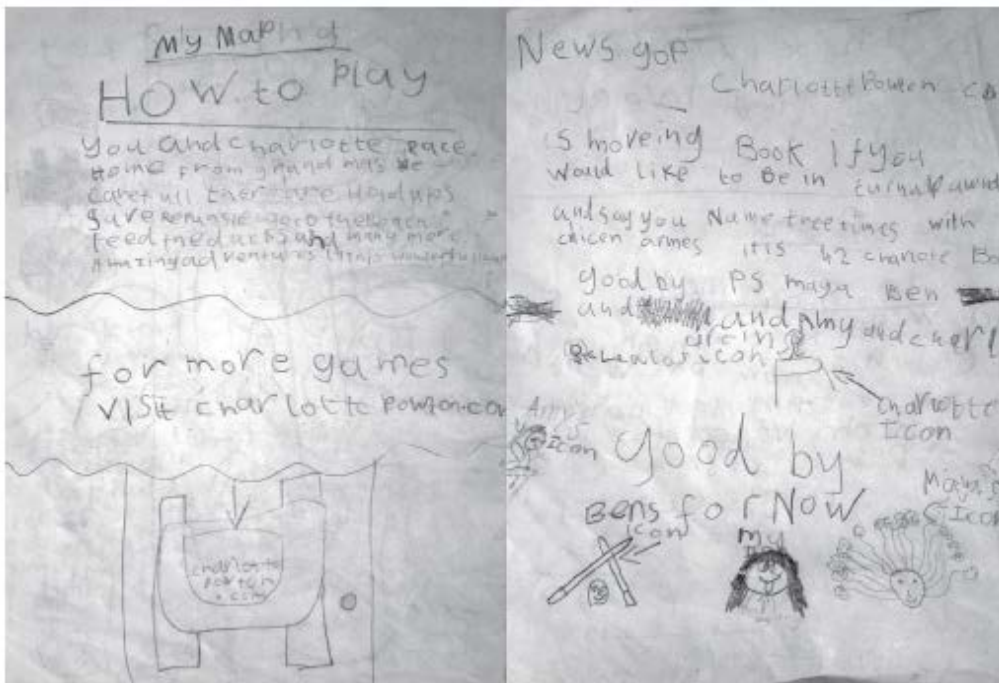
Page 1

Page 2



Page 3

Page 4



### 3. Data from past papers

Page 5



#### Typed Version

Page 1

Wat is charlotte Powton .com?

Page 2

Charlotte powton . com is just the Best Website ever you can play Rainbo w Magic, my little pony, Nickjr, Pokemon, Lego, polilly Poket, and many more exiting games

charlotte powton.com is coooooooool

Page 3

#### My Map

#### HOW to play

You and charlotte Race Home from grand mas be Carefull ther are Hold ups Save Repunsle goto theBeach Feed the ducks and many more Amazing adventures in this wonderfull game

for more games visit [charlottepowton.com](http://charlottepowton.com)

Page 4

#### News gop

CharlottePowton.com is moveing Book ifyou would like to Be in turn arawnd and say you Name tree times with chicen armes it is 42 charlote Book good by PS maya Ben and Amy and charlotte are in

Lealas icon

Charlotte's Icon

Amys Icon

Good by for Now

Maya's Icon

Bens Icon

my Icon

Page 5

So here I am in a new Place lets see wat we Can do with it.

Charlotte this is charlotte Powton.com I am thincing of some new games canI have some help. Ofcours firstlets make purple palice



January 2013

Text 4

Shonagh, aged 6, produced this story as part of a school based exercise. There have been some teacher corrections.



Oen day  
pita and Jo  
war stering  
awt ov the  
window. The  
wur lucking  
at the snow.  
pita sed LES  
GOW OWT?



The got they had  
redy to a grat  
ice - scate tim.

Oen day  
pita and Jo  
war stering  
awt ov the  
window. The  
wur lucking at the snow.  
pita sed LES  
GOW OWT?

The got  
redy to  
ice - scate

they had  
a grat  
tim

### 3. Data from past papers

#### Text 5

Bryony (4 years 3 months) and Ellie (4 years 6 months) are playing together in Bryony's home. Initially they are pretending to be shopkeeper and customer before starting to play families.

#### Key

- B: Bryony  
E: Ellie  
? rising intonation associated with question  
(.) indicates a pause  
/IPA/ to indicate pronunciation of selected words.  
[] paralinguistic feature  
{ } indecipherable speech

- E: I need to go to the shops [sounds of till in background]  
B: we going to shops  
B: I I keeper and you want to buy? (.) they my pencils /pensus/  
E: I know (.) [gives money] (.) there you go  
B: thank you (.) what your dog called /kɔwʊd/ 5  
E: what? my dogs? dog  
B: yeah (.) here (.) uh (.) dog here (.)  
E: I haven't /ɪnt/ got a dog  
B: this is home /həʊwʌm/  
E: yes 10  
B: this is shopping actually  
E: yeah  
B: not home /həʊwʌm/  
E: no (.) kind of poorly (.) yeah (.) I rolled /wəʊld/ down the hill at home /həʊwʌm/  
B: eh eh need to look at that (.) that (.) Ellie (.) need to look at that scratch (.) I need to 15  
look at that scratch  
E: I know  
B: what's that there  
E: that's chw /tʃw/ scratch /skrætʃ/  
B: what you do? 20  
E: bye (.) have to go  
B: need to these (.) to home (.) bye  
E: bye bye (.) see you /jæ/ put the {indecipherable} oh  
B: bye  
E: bye 25  
B: and your card (.) and your card (.) take your card (.) bye  
E: thank you /tu/  
B: you you need (.) your money (.) you need your card  
E: no I don't  
B: okay (.) bye 30  
[shuffling noises]  
E: hello  
B: I got (.) I shopping keeper  
E: no I'm be shopping keeper now  
B: I be mum 35  
E: no (.) I be (.) mum  
B: no (.) you be shopping keeper

### 3. Data from past papers

E: no  
B: you be shopping keeper  
E: no 40  
B: okay (.) I be dad  
E: bye (.) da  
B: you be baby (.) I be dog actually  
E: no (.) I will be baby  
B: I be mum 45  
E: yeah  
B: baby (.) come here

### 3. Data from past papers

#### June 2013

##### Text 4

The following are extracts from a longer conversation. Courtney (C) is reading a book to her mother (M).

##### Key

bold stressed word

C: Courtney

M: Mother

/IPA/ to indicate pronunciation of selected words.

? rising intonation suggests question

[ ] paralinguistic feature

( ) pause

(.) micropause

C: /kə/ (.) /b/ (.) /n/ (.) /e/ (.) what spell?

M: don't know (.) can you work it out?

C: /kə/ (.) /b/ (.) /n/ (.) /e//kəmptəʊ/ (1) /kəmptə/ (.) what does that mean?

M: I've never heard that word before

C: I going to try (.) can you (.) can you (.) will you tell me what that says [points to word]? 5

M: it says come

C: come (.) /kə/ (1) /ʊ/ (1) /m/ (.) come /kʊm/ (.) /də/ (.) /e/ (.) /gə/ (.) /gə/ (.) /ə/ (.) /w/

M: spells?

C: digger/dɪgə/

M: can you see rabbit look for rabbit can you see an r /a/? (.) a ruh /rə/? 10

C: what does r /a/ look like?

M: can you remember?

C: no

M: it looks like that shape [points to the letter r]

C: it's a line and then a little curve 15

M: yeah

C: oh that a very hard one (1) is that rabbit?

M: yes it is

M: what's this bit? [points to a question mark]

C: that the one that says (.) that's the thinking sign you thinks it here but not 20

M: do you know what that sign is? (.) what that symbol means?

C: it's where you say (.) like when you say where

M: yes (.) where or how (.) they are called questions

C: yes

M: do you know what they call the kind of mark? (.) the mark that goes with questions? 25

C: the dot on the spot (.) I call it the dot on the spot

M: it's also known as a question mark

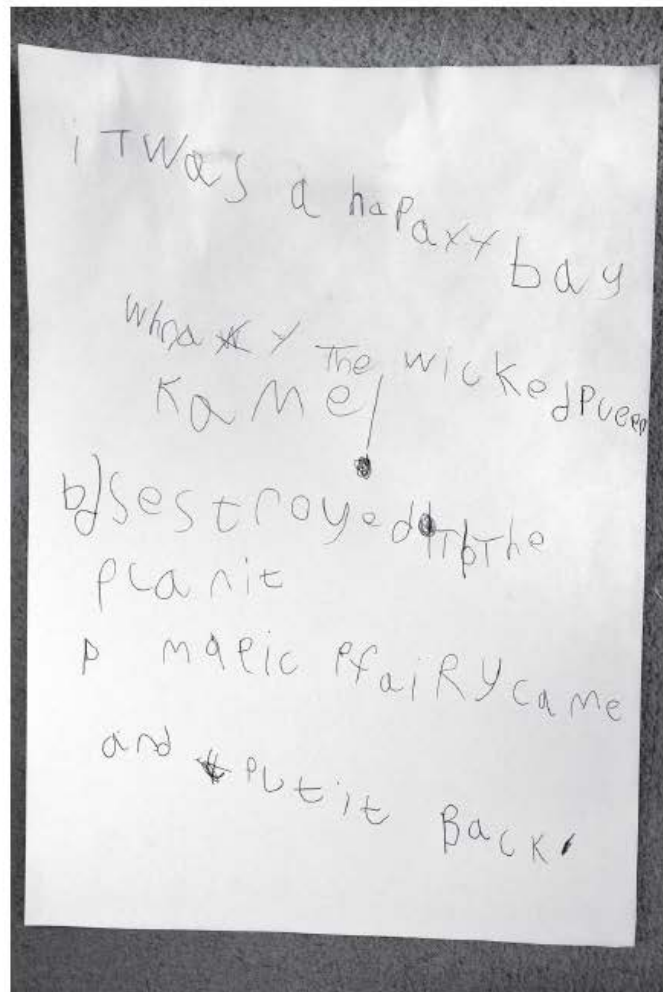
C: I call it dot on a spot

### 3. Data from past papers

Texts 5, 6, 7 and 8 are all examples of narratives by Natasha.

Texts 5 and 6 are written texts produced independently at home.

Text 5

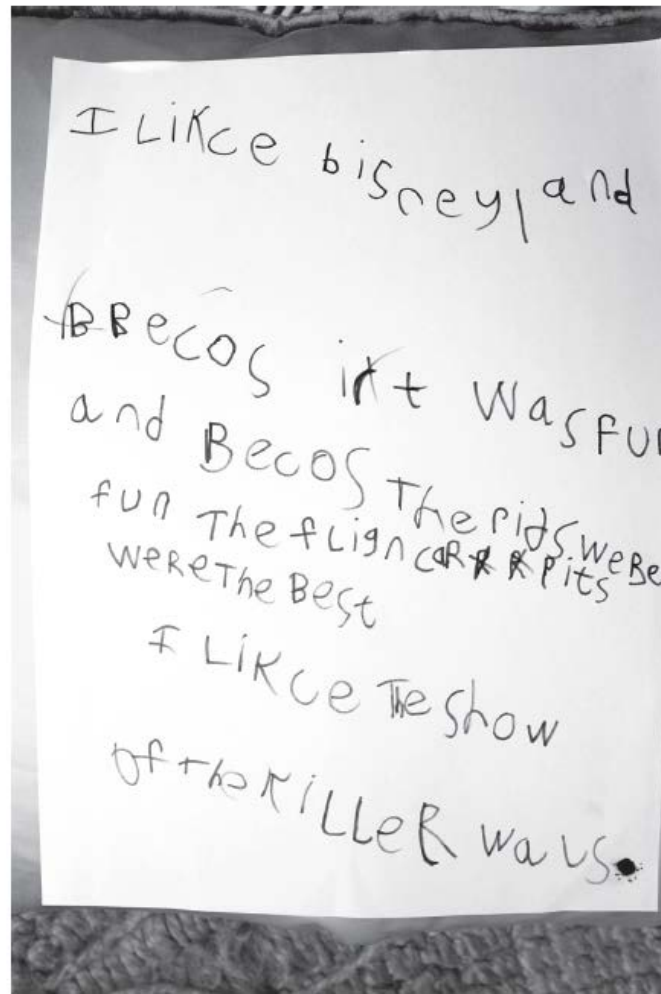


iT was a hapayy bay  
whnaXX The wicked pueen  
kame!  
bdsestroyed it the  
planit  
a magic pfaiRy came  
and put it Back

it was a happy day  
when the wicked queen  
came!  
destroyed it the  
planet  
a magic fairy came  
and put it back

### 3. Data from past papers

#### Text 6



I Like bisneyland  
XBecos iXt was fun  
and Becos The rids. weRe  
fun The flign caRXXpits  
were the Best  
I Likce The show  
Of the killeR wals

I like Disneyland  
because it was fun  
and because the rides were  
fun. The flying carpets  
were the best.  
I like the show  
of the killer whales

### 3. Data from past papers

**Texts 7 and 8 are spoken texts produced when Natasha was 3 years old. She had been asked by her father to tell him a story. In text 7 she tells an original story but in text 8 offers a re-telling of a book she had recently read.**

#### Key

**bold** stressed word

*Italics* – lowers voice to whisper

/IPA/ to indicate pronunciation of selected words.

? rising intonation suggests question

[ ] paralinguistic feature

( ) pause

(.) micropause

#### Text 7

One time (.) there was a **princess** /pwɪnses/ that lived in a **castle** /cæsl/ (.) and one /wʊn/ day (.) a **witch** arrived /raɪvd/ at the castle (.) she was hoping /həʊpɪn/ the princess **die** so what she did was (.) get the queen and king and told /təʊl/ them the witch was arriving /raɪvɪn/ and what they did was (.) **sleeped** under the queen's **bed** (.) and soon the witch got away (.) and then was another witch (1) *did you record that dad?* (.) *can you ask the recorder what I did?*

#### Text 8

One morning Topsy and Tim woked up (.) when they saw a **rabbit** /wæbɪt/ in the **garden** /gɑden/ and their neighbour catch the rabbit (.) and the rabbit was going /gəʊɪŋ/ to stay at Topsy and Tim house (.) what they did was (.) they **builded** a cage for the rabbit [indecipherable] and they called him **Wiggles** because he wiggled his noses a lot (.) he wiggled his nose a lot (.) when it got **home** Dad said the rabbit can stay (.) and they **played** with him gave him his food (.) gave him his milk (.) and Dad got home (.) is that rabbit still here? *he had a busy day* (.) Tim was very excited when the neighbour **knock at the door** (.) and had the rabbit (.) but they had to get the **owner** for it

### 3. Data from past papers

#### June 2014

##### Text 4

The following text is an example of early writing produced by Annie in school. The teacher has written the sentence the child wanted to represent at the bottom of the page.

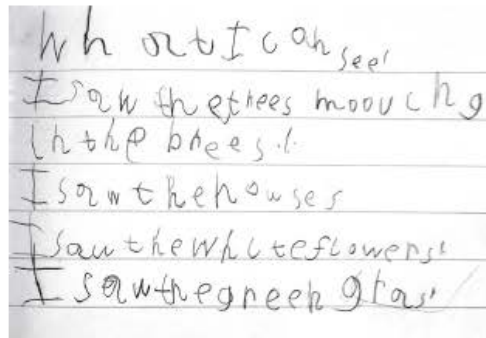




### 3. Data from past papers

Texts 5, 6 and 7 were produced by Sarah between the ages of five and six. Texts 5 and 6 were produced in school and Text 7 was written at home with no adult input.

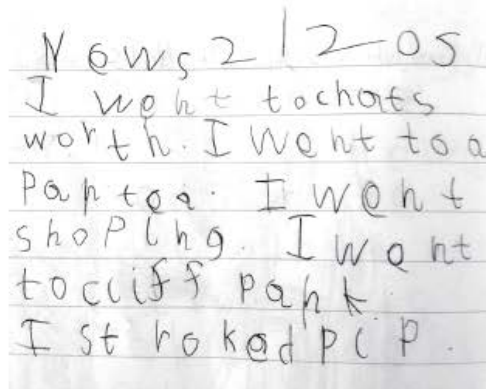
#### Text 5



Wh out I can see  
I saw the trees mooving  
in the breez.  
I saw the howses  
I saw the white flowers  
I saw the green gras

What I can see  
I saw the trees mooving  
in the breez  
I saw the howses  
I saw the white flowers  
I saw the green gras

#### Text 6

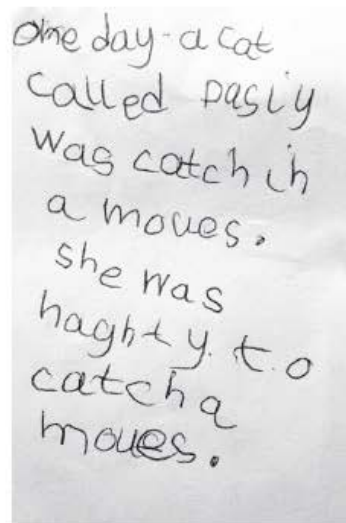


News 21205  
I went to chats  
worth. I went to a  
partea. I went  
shoping. I went  
to cliff park.  
I stoked pip.

News 21205  
I went to chats  
worth. I went to a  
partea. I went  
shoping. I went  
to cliff park  
I stroked pip

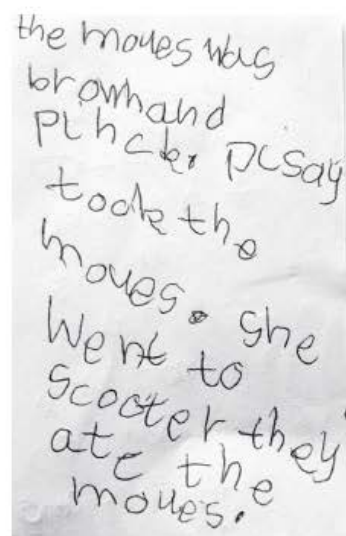
### 3. Data from past papers

#### Text 7



one day a cat  
called daisy  
was catch in  
a moues.  
she was  
haghly to  
catch a  
moues.

One day a cat  
called Dasiy  
was catch in  
a moues.  
she was  
naghty to  
catch a  
moues.



the moues was  
brownand  
pinck. Disay  
took the  
moues. she  
went to  
scooter they  
ate the  
moues.


the moues was  
brownand  
pinck. Disay  
took the  
moues. She  
went to  
Scooter they  
ate the  
moues.

### 3. Data from past papers

granny  
said go  
to bed they  
went to  
bed. scooter  
did get  
up.

granny  
said go  
to bed they  
went to  
bed. Scooter  
did get  
up.

Daisy went  
for a walck  
they both  
got a mouses.



Daisy went  
for a walck  
they both  
got a mouses.

## 4. Indicative content from past paper mark schemes

# 4. Indicative content from past paper mark schemes

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### January 2010 Texts 4–6

#### Context

All produced in school so there may have been teacher input - especially with regards to sentence structure in the initial texts.

#### Text 4:

- majority of letters recognisable
  - backward s (spatial)
  - uses lines on paper to maintain horizontal
- structure
- played ends 't' - link to phonology?
  - Three phrase sentence (teacher input?)

#### Text 5:

- phonological spelling (*wocfid*)
- 'd' ending on past tense verb (despite phonology - shows some independence from sound)
- missing vowels - linked to phonology
- uses lines on paper to maintain horizontal structure
- three phrase sentence (teacher input?)

#### Text 6:

- instructions - aware that writing can communicate with the reader.
- horizontal structure problematic without guiding lines
- continued confusion with 'd' and 'b'
- single consonants not double - not yet aware of spellings link to vowel length
- phonological spelling

## 4. Indicative content from past paper mark schemes

### January 2010 Texts 7 and 8

**Letter combinations** - fairly standard by this age but interesting form in Text 8 (brides has a dh combination).

**Linearity** - helped by lines.

**Spelling** - still linked to oral forms in Text 7. Moving away in Text 8 but some confusion with homophones (their/there, sweet/suite) Final vowel missing 'wer'.

**Punctuation** - moving toward standard but capital letters not consistent in Texts 7 or 8. In Text 7 she uses few capital letters and there are teacher corrections; in Text 8, Sophie seems to use them for key nouns. Some non standard punctuation in Text 8.

**Sentence types** - a mixture of simple and compound in Text 7. Very much linked to simple oral narrative. Use of adverb 'then' to create simple sequencing. In Text 8 uses a complex sentence and a fronted adverbial showing increasing awareness of how written language can be structured to draw audience's attention to key points.

**Verb tenses** still variable in Text 7 '*puted*' but standardised in Text 8.

**Use of definite article** '*the dresses*' shows Sophie had identified these as specific but has not realised the audience don't have this information.

## 4. Indicative content from past paper mark schemes

### June 2010 Text 4

Comments should be related to interaction theories and using any terminology such as parentese/caregiver speech/child directed speech.

- mother often repeats her questions and reformulates to ensure a response e.g. '*are you hungry(.) do you want something to eat*'.
- reformulates last interrogative from 2nd person to 1st plural to include Niamh
- uses declaratives and interrogatives when she is unsure of the child's meaning e.g. '*that's your juice(.) do you want some juice*'
- uses closed (yes/no) questions to elicit a response.
- also uses tag questions. Only uses one open question.
- uses a superordinate (*fruit*) term and a hyponym (*banana*) for precision and to aid lexical learning.
- repeats key lexical items to aid understanding e.g. '*it's a banana(.) banana.*'
- adds simple adjective modifiers to expand child's utterances e.g. '*big dog*'.

'yum' - noise associated with food pleasure is used to indicate hunger. Child realises that any noise can communicate a meaning. The noise is immediately interpreted by the mother as an expression of a need.

Child's utterances need interpretation at one/two word stage. '*juice*' could be interpreted as a declarative, imperative or interrogative (intonation is not marked). '*read book*' could be interpreted as an imperative as no pronoun is used.

Child's phonology may cause some difficulties but parents are often adaptive with regards to understanding: '*dotdot*' required context for mother to understand.

## 4. Indicative content from past paper mark schemes

### June 2010 Text 5

#### Phonology:

- requires use of specialist sound terminology to describe differences substitution of sounds
- deletion of sounds
- reduplication
- varies in her production of sounds within the data set
- some possible evidence of North East accent (d æ).

#### Morphology:

- one instance of overextension of ending (*'drawinging'*)
- missing plural 's' suffix (*'he got two digger'*)
- over-generalisation of 's' suffix (plural or possessive).

#### Lexis:

- vocabulary development polite forms (*'lady'*)
- domestic lexis from her immediate environment e.g. *'bedroom'* *'living room'* *'cot'*
- things that have had importance to her recently e.g. *'builders'* *'digger'*.

#### Grammar.

- missing copula but uses contracted form (*'Brigit in Niamh's room'*, *'cos it's my Dennis'*)
- missing auxiliaries (*'I been on a digger'*) but evidence of complex verb phrases (*'she's been going along the boat'*) but variability.
- pronouns also variable uses 3<sup>rd</sup> person but still refers to self in 3<sup>rd</sup> person or by object pronoun (*'me go on this digger'*). Niamh also uses the 1st person possessive which is usually an early acquisition. Some evidence of 'I'
- uses present tense when referring to pictures.
- uses imperatives (usually indicated by single stressed verb 'look') and declaratives the function of which is clear to the participant
- use of adverbs for sequencing (*'then the builders gone'*)
- uses determiners, but omits on some occasions (*'Brigit as pirate'*)
- use of demonstratives links to context.

#### Discourse:

- politeness conventions (*'can I have it now'*)
- turn-taking conventions
- topic change at the end (*'look at my toe'*)
- long speech turns at end.

## 4. Indicative content from past paper mark schemes

### January 2011 Text 4

Children are likely to be taught the relationship between certain phonemes and graphemes at an early age. Children are likely to over extend this information until they become aware of the irregularities in the system e.g.:

- *Sed* - Jake has followed the pattern set by 'bed' etc. He is unaware that in this case the digraph <ai> represents the sound /e/
- *Wont* - Jake has again followed a logical pattern. The sound /ʊ/ is represented by a <a> in Standard written English. The child will have been taught very early on that <a> is for apple etc, leading to this virtuous error
- *Gev* - in this case the grapheme <e> does not clearly relate to Standard pronunciation of the diphthong /ai/. However, /gev/ instead of /gaiv/ is a common colloquial pronunciation (regional). This shows how the environment may influence a child's spelling
- *Awey / sgeyl* - Jake represents the sound /ai/ as <ey> in these words showing that he is attempting some consistency
- *sgeyl* - Jake represents the final sound with <l> instead of <el>. Because this vowel is not pronounced Jake has taken a phonetic approach. Because of their unclear status in some words vowels are often missing in early examples of writing
- *fish/shiny/shanish* (shiny) along with initial letters of *she\*\** (share) shows Jake understands that some individual phonemes are represented by two letters
- *s\*elyls* (scales)/*hes* and (the probably teacher corrected) *scales* show that Jake understands that that the same grapheme can represent the different sounds /s/ and /z/.



## 4. Indicative content from past paper mark schemes

### January 2011 Text 5

#### Phonology:

This requires the use of specialist sound terminology to describe the differences:

- Madeline is variable in her pronunciation of some phonemes especially / ð/ which is variously pronounced /d/ and / ð/. This causes few problems for other users and does not affect the quality of her communication. Patrick and Jake have mastered this phoneme
- Madeline uses an elided form of because /kɒz/. This is likely to have been influenced by other language users and can be used as evidence that the environment may have importance in the developing of a child's language skills as adults may have used these forms around her.
- Madeline as just over 3 years old has problems with complex strings of sounds she does not encounter often. In such cases she deletes and substitutes sounds 'playdough' /baydol/
- there is evidence of the deletion of consonant clusters in 'want'
- Madeline deletes unstressed syllable from computer. This may illustrate she is learning from her surroundings this syllable is not pronounced as clearly as the medial part of the word. Since the key part of the word is still present her communication is still successful
- Madeline and Patrick repeat new or unusual words Jake uses back to the speaker/themselves. This may be an attempt to practise the pronunciation e.g. zombie and anatomy. In the latter example Patrick omits the unstressed vowel at the end of the word and may be compared with Madeline's pronunciation of computer. This shows their brother has a role in aiding their development
- Madeline has a variable pronunciation of your. Again this may be because of the influence of other users. In most casual speech this word is not clearly pronounced and is often reduced to /jə/
- in the initial stages of development the phoneme /tʃ/ causes problems for some children. Madeline is variable in use but does use it. It is likely that she has developed this early as it is in her brother's name so she will have had many opportunities to practice its use
- the mother repeats 'playdough' twice to Madeline, this may indicate she is modelling the word.

#### Lexis:

- much of the lexis is context bound so many demonstratives are used
- many concrete nouns referring to their immediate environment
- Jake shows use of more unusual lexis like 'zombie' which he may transmit to his siblings
- Patrick repeats his mother's use of 'anatomy'. He probably does not understand it but it demonstrates the importance of interacting with adult users during the developmental process
- there is use of the semantic field of motor vehicles. The children's awareness of a range of hyponyms for these allow them to communicate their ideas with accuracy.

#### Grammar:

- Madeline uses a closed question to seek permission from her mother e.g. 'can I have this'

## 4. Indicative content from past paper mark schemes

### Grammar:

- Madeline uses a closed question to seek permission from her mother e.g. 'can I have this'
- she forms a question without an auxiliary verb 'you want that one'. Her intonation suggests the function of the utterance and the mother's response tells the child it has been successful.
- Madeline omits the auxiliary verb from her open questions e.g. 'What you like mummy'. This fits with her developmental stage and since the function of the utterance is signalled by 'what' her communication is successful.
- Madeline uses many demonstratives but it is not clear if she can distinguish between the singular 'this' and plural 'these'
- both Madeline and Patrick can use declaratives to explain reasons e.g. 'I like that one'
- imperatives are used to get others to undertake action. Madeline uses a vocative to direct an imperative at her brother showing she understands their use in multi-party talk
- Madeline can use modifiers in order to give a detailed description to her listener e.g. 'big tractor'
- the mother uses expansion to model a standard structure e.g. 'I like that one (.) I like the blue keyboard'.

### Discourse:

- Madeline can respond correctly to her mother's questions enabling complex interactions to take place e.g. by giving reasons 'because I like it'. However, she has not really fulfilled the listener's needs as she has not given enough information (Grice)
- Patrick adds additional information to context bound utterances in order to ensure his listener understands. In this way, he shows he is more developed than Madeline in a conversational environment e.g. 'I like that one (.) the pink one'
- Jake interacts with his younger siblings in a similar manner to his mother. He encourages interaction with tag questions e.g. 'good toys aren't they' and open questions to get them to participate e.g. 'what noise does a dinosaur make'
- Patrick shows his eagerness to participate in the conversation with a possible interruption 'I like that one' despite his mother having addressed the utterance to Madeline
- Jake uses Madeline's name to clearly show her he is interacting with her
- the mother confirms the success of the Madeline imperative to encourage further use of this form e.g. 'I'll close my eyes'. Such a move is unlikely in adult speech.
- like Jake, the mother asks questions to engage her children and uses lexis which she believes relate to their interests e.g. 'is that a transformer truck'.

## 4. Indicative content from past paper mark schemes

### June 2011 Text 4

#### Possible areas for identification

- because Sarah is copying there are more letter-like forms
- evidence of meaningful grouping of symbols to form words
- the text has linearity and a vertical structure
- some evidence of linking graphemes to sounds

#### Analysis and Exploration

- the writing has a function which is described by the child
- because the writing is copied there are more identifiable letter forms and word-like structures
- even though she may be copying there is some evidence of the child relating graphemes to phonemes in her spelling of the initial part of fisher price - 'fsur' which also shows a missing vowel. As vowels do not receive the same emphasis in speech as consonants this omission is common in early writing
- text has a basic linear structure but letters are not always in a straight line – possibly because she is intent on copying the letter forms
- the vertical list like appearance may illustrate that Sarah is becoming aware that writing can change its appearance depending on function
- text's meaning still relies on the child's interpretation.

## 4. Indicative content from past paper mark schemes

### June 2011 Texts 5 and 6

#### Spelling

- use of the IPA will help candidates explore spelling
- there is some evidence of links to oral forms in both Texts 5 and 6 but Sophie is showing signs of employing spelling strategies and forms developed at school. 'sqwirls' is unlikely to have q if spelled phonetically.
- some words not encountered often in written form such as 'esgerlater' show some phonetic spelling.
- homophones cause some difficulty – colloquial brownie 'brownie'
- the / / sound in 'antie' represented the same in 'brownie' shows attempt at consistency.
- words commonly encountered such as 'dinosaur' spelled standardly. Most words in Text 6 standard as animal names are commonly encountered
- letter combinations
- the spelling of 'antie' suggests Northern pronunciation

#### Punctuation –

- full stops used in some Standard places but Emily generally avoids them in Text 5. More common in Text 6.
- she uses an exclamation mark at the end of Text 5. This shows that she knows punctuation can change the function of a sentence.
- capital letters not always consistent but uses them to start sentences there is evidence she uses them for key nouns in her story 'Nuts', 'Silver Globe'
- she uses a colon in Text 6. Although it is used non-standardly it shows awareness of this form of punctuation and the influence of formal teaching
- she uses the possessive apostrophe in Animal's.

## 4. Indicative content from past paper mark schemes

### Grammar

- sentence types - in Text 5 a mixture of complex 'When I went on the bridge I thought it was very large' and simple 'we went to a museum'. There is no evidence of compound sentences. In this sense, it is probably different from her speech and shows she may be differentiating the written form.
- in Text 6 she uses many compound sentences made up of Subject Verb and Complement to describe. Uses one complex compound structure 'a dog is furry and like to play football'
- Emily uses fronted adverbial showing increasing awareness of how written language can be structured to draw audience's attention to key points. She also uses them to create a sequence of events 'later...'
- her verb tenses are standard and she uses a range of past and present in Text 5.

In Text 5 her narrative is structured chronologically and is not context bound

She understands the need for description 'brownie orange colour' to allow her audience to visualise events.

## 4. Indicative content from past paper mark schemes

### January 2012 Text 4

- The teacher's corrections show the importance of the more knowledgeable other and the necessity of formal teaching in the acquisition of written language.

#### Orthography/phonology

This may require use of specialist terminology and the IPA to describe the differences

- Uses the digraph <ck> to represent the /k/ sound. Standard English uses three structures for this sound - <c>, <k> and the digraph <ck> and Sophie is still not sure which to use. She seems to be following the pattern found in 'stocking'. She is aware of a different spelling of /k/ in 'uncl'
- It is possible that 'wock' is a representation of a northern form of the past tense of the verb 'to wake' and Gemma is showing her accent.
- There is consistency to her spelling throughout showing some awareness of a key aspect of the system. This is true even when she makes virtuous errors such as 'wock' and 'fond'.
- With the exception of some common words, there is clear evidence of Gemma sounding out words in order to arrive at their spelling e.g. uncl built up of u.n.c.l. She omits the final <e> as she cannot hear it. Also 'gtar'.

#### graphology

- Sophie is variable in her use of capital letters. The proper noun 'Cirg' (Craig) seems to take one but 'doctor who' is missing them and 'As' appears in the middle of a sentence. It could be that issue has not been covered fully in school (the teacher has not corrected them) or the intricacies of the system are not yet clear. The use of capitals for 'Monday' 'January' but not holiday may indicate copying from a teacher provided model.
- she splits 'intendo' across two lines without a hyphen
- All the letter forms are recognisable and the writing is linear showing that Gemma has the necessary coordination needed for writing

## 4. Indicative content from past paper mark schemes

### Punctuation

- Sophie is variable in her application of punctuation
- she uses a comma to separate the items in her list 'gtar, an egg cup' and so shows knowledge of its use.

### Lexis

- the term 'penny box' shows the influence of family use or idiolect as would more standardly be called a 'money box'?
- Sophie adds an s morpheme in her spelling of 'dads'. It is likely that this reflects the informal use of possessive with the following noun when the audience is familiar with the reference i.e. mum and dad's (room). Some candidates may rightly link this to discourse and the fact that Sophie has not understood that the audience of her text may not understand the reference.

### Grammar

- Uses adverbials of time at the start of sentences. This is likely something she has encountered in written stories e.g. 'When I wock up...' and 'As soon as uncle Cirk wock up...'
- Use of a variety of sentence types

## 4. Indicative content from past paper mark schemes

### January 2012 Text 5

#### Phonology:

This requires the use of specialist sound terminology to describe the differences:

- Niamh is variable in her pronunciation of some phonemes especially /ð/ which is variously pronounced /d/ and /ð/
- her pronunciation of lunch shows a northern influence in her accent as she uses /ʊ/ instead of RP /ʌ/
- she uses a diminutive ending on cake /i/. This is possibly something that she has heard
- there is evidence of the deletion of consonant clusters 'just'
- 'and' shows the elision and reduction we may expect from an adult user. This can be used as evidence that the environment may have importance in the developing of a child's language skills as adults may have used these forms around her
- there are still some signs of instability within the data set eg the pronunciation of 'butter' varies
- there is evidence of the removal of unstressed syllables. This syllable reduction may make the word easier to pronounce or could reflect their unclear status in the language of others and how she is affected by her environment e.g. /brokli/ rather than /brokəli/
- the child substitutes a /w/ for a /r/ in /spwed/.

#### Morphology:

- she uses the present participle inflection 'ing'
- she is able to use the possessive 'Brigit's'.

#### Lexis:

- uses the semantic field of food. Words such as broccoli have been learned from her environment and must be an important part of it
- Niamh is aware of a large number of terms to refer to meal times - probably because these are often used at home 'meal', 'lunch' and 'dinner'.



## 4. Indicative content from past paper mark schemes

### Grammar:

- the child uses the auxiliary verb in the contracted form 'I'm going to make' and uses it in full form 'I am going to spread' on a number of occasions. The fact that she misses it in 'I just getting lunch' indicates she is still very variable in the production of this form.
- the copula is missing in some utterances 'that broccoli' but in others it appears in contracted form 'that's elephant'. It does not appear as a distinct form.
- Niamh is able to use a variety of tenses and aspects such as present and future tense and present progressive.
- she uses imperatives both as a single verb 'stay' and with an adverb and vocative 'stay here daddy' and a wide range of declaratives.
- her use of interrogatives is limited in this text. She uses a rising tone to signal the function of an utterance e.g. 'daddy?' and a single relative pronoun 'why?', also with rising intonation. The father uses a wide range of interrogatives to engage with and interact with his daughter.
- she can form some complex verb phrases 'I am going to eat...'
- she makes use of adverbials and modifiers to add details 'purple broccoli' 'I want butter for my bread'
- standard formation of negative 'I don't like chewing' shows she is leaving early strategies behind.
- evidence of complex sentences 'I think I want some salad now'
- she is variable in her use of determiners e.g. 'have biscuit' but when she does use them they are standard. This possibly demonstrates that she is on the verge of confident understanding.

### Discourse:

- Niamh does not always take into account listener needs. She does not follow Grice's maxim of quantity when she says 'food'. This does not give the level of information that her father was seeking
- she responds correctly to the questions her father asks showing her understanding of the function of different types of question
- much of this conversation is context bound as evidenced by the high number of demonstratives
- it seems that in many instances Niamh is talking to herself and not her father. This may result in her taking less care with her language forms.

## 4. Indicative content from past paper mark schemes

### June 2012 Text 4

#### Phonology

- repeats new words in attempt to master the sound segments and experiment with pronunciation. She requires input from the environment e.g. Dictaphone.
- she uses rising intonation to signal the function of an utterance and try and get a response to further her understanding and to interact with those around her
- she listens to the pronunciations of those around her and attempts to mimic /tiv/ /ti vi/

#### Morphology

- she uses a variety of morphemes as she attempts to ‘fix’ the rules of English morphology ‘what happens (.) what happened’. Although there is some parental modelling here is little parental correction and Niamh is exploring the language for herself.

#### Lexis

- there is evidence that she has learnt some of her vocabulary directly from her parents. She uses the phrases ‘kiss it better’ when confronted with an injury which is probably what she has had said to her. ‘Oh dear’ could also have been learnt from the mother.
- the use of interrogatives allows her to question her parents about the names of objects around her to further her lexical development so demonstrating some reliance on the environment

#### Grammar

- she repeats her own utterances, possibly to practice the various forms often adding successive detail
- father provides some models which the child sometimes follows ‘it’s gone quiet’

#### 4. Indicative content from past paper mark schemes

##### **Discourse**

- she pauses after her utterances to give her father time to reply showing her development of conversational skills
- she adds successive detail when she realises or is told her communication is failing ‘ what happened to it (2) what happened there (2). This demonstrates that she is aware that the function of language is to communicate effectively with an audience
- her parents always attempt to understand her and find meaning in what she says rather than insisting on artificial notions of correctness

## 4. Indicative content from past paper mark schemes

### June 2012 Text 5

#### Graphology/ Punctuation

- Charlotte uses graphological features such as text boxes and underlining to make her text distinctive and fit with her purpose
- capital letters are not used with complete consistency 'Race' and 'Home'.
- her writing has clear linearity
- the texts have distinctive layout which relates to purpose and possibly shows the influence of environmental print
- there are missing spaces between words
- Charlotte's writing lacks significant punctuation, especially full stops. It is possible she associates these with the more careful work required at school and the lack of them does not alter or contribute to the meaning and function of the piece.
- she uses commas to separate a list e.g. '...my little pony, Nickjr, pokemon,...', which is a skill she will have learned at school.
- she is variable in her use of the possessive apostrophe e.g. 'Maya's icon' and 'Bens icon'. Again, this could be something she associates with the careful approach to school work, or may be a skill which she has not fully developed.
- she does not use a question mark in page 5. The form of the sentence indicates its function.

#### Orthography

Candidates will need to use the IPA and relevant terminology to discuss the links between spelling and sound and should offer plausible explanations, related to her stage of development and also her purpose. It is likely that candidates will relate such features to 'sounding out' the word, the influence of phonics teaching and Charlotte's own speech.

- there are examples of non standard spelling in these text. They were produced independently so she received no guidance and may not have taken as much care as she would have in other environments e.g. 'wat'.
- the spelling 'poket' shows she has some variability with the various representations of the /k/ sound in written English. In this case it seems to be a phonetic strategy based on words such as 'king'. Charlotte finds this consistently difficult.
- the repetition of the vowel 'o' in cool is designed to lengthen the sound. As well as showing an understanding of a general spelling feature it also shows her deliberately manipulating spelling to mimic spoken language.
- treats grandma as two words

#### 4. Indicative content from past paper mark schemes

- she spells careful as 'carefull' perhaps revealing her approach to morphology (also wonderfull). She is aware of the spelling of 'full' but does not realise this form changes in spelling when being used as a bound morpheme
- words such as repunzal which she may not have encountered in writing are spelled phonetically
- the spelling 'chicen' also shows problems with the representation of the /k/ sound. Like before she does not realise she needs a digraph to represent it and instead uses <c>, probably modelling it on words such a 'cat'.
- she has added an <e> to her spelling of 'armes'
- the final <e> is missing from 'goodby'
- Charlotte spells her name non-standardly in one instance 'charlote'. It is likely this is an 'error' caused by her concentrating on the form and function of her writing.

#### Lexis

- uses TV programmes with which both she and her audience are familiar.
- uses words from semantic fields common to her age group e.g. 'grandma' and 'repunslø' (\*\*repunzal\*\*)
- use of the phrase 'and many more' possibly influenced by the environment as it is a common phrase used to promote things in the media
- 'icon' is a technical term associated with the semantic field of computing and internet use. Its appearance here not only shows the influence of environment on a child's lexical development but also shows that she understands the need for technical lexis if she is meet her audience's expectations

#### Morphology

- Charlotte's use of morphology is standard

#### Grammar

##### Page 1

- uses an interrogative to introduce an explanation as would be found in many examples of written media
- uses two simple sentences

##### Page 3

- she places the adverbial before the main clause 'for more games visit...' showing a knowledge of how written language can be structured to draw the audience's attention to key points. This case she is highlighting the reason for her following imperative.

## 4. Indicative content from past paper mark schemes

### Page 4

- uses an imperative to interact with the audience 'say your name...' which is something she has probably encountered in similar language forms, including print and other media
- Charlotte uses the second person pronoun 'you' instead of 'your' '...and say your name...' It is likely Charlotte has mastered this form in speech
- the level of detail required in this section of her 'website' requires that Charlotte use a variety of sentence types. Simple sentences e.g. 'Charlottepowton.com is moving book' and complex sentences e.g. 'If you would like to be in ...three times'

### Page 5

- use of first person singular and plural pronoun

### Discourse

- there is address audience and involvement using the 2<sup>nd</sup> person pronoun 'you'
- she interacts with her audience using interrogatives and imperatives

## 4. Indicative content from past paper mark schemes

### January 2013 Text 4

#### Graphology:

- attempt to distinguish speech from the rest of the text using capital letters
- question mark applied non-Standardly
- variable use of capital letters for proper nouns and use for common nouns.

#### Orthography/phonology:

- shows evidence of influence of phonics style of teaching and the 'sounding out of words'
- 'sounding out approach means that silent letters are lost (e.g. windo/window)
- some independence from sound as evidenced in the spelling of words like 'snow'.
- some constancy. Snow and window end in the same sound and Shonagh is consistent in her spelling of these forms.
- but some inconsistencies in spelling e.g. 'awt' and 'owt', 'war' and 'wur'.
- transposed letters in 'One' show that Shonagh is still developing some of the skills associated with early literacy.
- influence of adult speech/regional accent may be evident in some of the spelling.
- missing consonant in lets may indicate a match with her speech and a difficulty with consonant clusters.

#### Morphology:

- use of present participle verb forms

#### Lexis:

- confusion with homophones (e.g. lucking/looking)

#### Grammar:

- simple sentences
- use of past progressive verb phrases (e.g. 'wur lucking' and 'were looking')

## 4. Indicative content from past paper mark schemes

### January 2013 Text 5

#### Phonology:

There is some non-standard phonology but it is limited and doesn't seem to create a barrier of understanding

- /w/ substituted for /r/ in 'rolled'
- /w/ substituted for /l/ e.g. 'called'
- insertion of extra unstressed syllable e.g. pronunciation of 'home'

#### Morphology:

- use of '-ing' on verbs to form present participle. This relates to on-going nature of activities

#### Lexis:

- A variety of lexis from the semantic field of shops and families probably learned from the environment (e.g. 'card', 'shop keeper')

#### Grammar:

- initial declarative sets the theme for the play. It seems to be a formulaic utterance that the children may have heard in a domestic environment.
- missing auxiliary in present progressive/continuous verb phrases (e.g. 'we going to shops'). The loss of tense does not affect their play as tense is implied by context
- some questions lack auxiliary verb (e.g. 'you want to buy?'). Since the function is implied by the rising tone the child's conversational partner is able to accurately interpret.
- missing verb 'to be' (e.g. 'the dog here')
- negative form of verb 'to have' is realised as 'in't' showing influence of dialect/adult users

#### Discourse:

- use of adjacency pairs to negotiate the roles they will play. This is not always successful (L5-8)
- negotiation for dominant role
- there are no overlaps in the piece showing they understand the rules of turn taking
- some deictic references are used. Since the objects do not exist this can cause confusion (e.g. 'yeah (.) uh dog here' and 'need to look at that...')
- repetition is used to make the next stage in the play-acting clear



## 4. Indicative content from past paper mark schemes

### June 2013 Text 4

- not yet able to distinguish between similar letter forms as in l1 she interprets a 'm' as a 'n'
- she sounds out each grapheme and assigns it a phoneme
- the fact that she asks her parent for guidance is evidence of a more knowledgeable other. This also shows the importance of spoken
- language development as she forms interrogatives
- after feedback she sounds out the word come and ignores the silent letter at the end
- the mother (acting as MKO) identifies letters that the child struggles with
- her problem recognising and pronouncing /r/ leads to an error in her phonic approach to digger where she identifies the final sound as /w/
- she is content to label objects herself (dot on spot) when she doesn't understand them.

## 4. Indicative content from past paper mark schemes

### June 2013 Texts 5–8

#### Text 5

##### **Graphology:**

- aware of linearity but lacks coordination to maintain without lines
- inconsistent use of capital letters indicates she has yet to draw distinction between different letter types
- some letters reversed shows N not aware that this changes their function. This is especially true of the ascenders/descenders.
- difficulty forming some letters which are not common e.g. queen
- use of exclamation to link to spoken emotion. This shows an awareness that it can influence how her audience read the text
- no full stops but indicates new sentence by starting a new line.

##### **Phonology/Orthography:**

- some independence from phonology in her spelling (e.g. was). This perhaps shows the influence of education or environmental print
- self correction shows she is exploring and experimenting with the system.
- some evidence of the phonics/sounding out approach to spelling e.g. planit.

##### **Morphology:**

no significant comment but if a candidate makes plausible observations then this should be rewarded.

##### **Lexis:**

- semantic field associated with fairy tales/children's stories (e.g. 'wicked queen').

##### **Grammar:**

- complex sentence with adverbial clause (it was a happy day...) and compound sentence with conjunction and to link ideas.

##### **Discourse:**

- aware that pronouns need to be referenced for the reader to understand (the planet).

## 4. Indicative content from past paper mark schemes

### Text 6

#### Graphology:

- linearity not fully established
- confusion between d and b as the difference is not yet important to her
- not consistently applying capital letters. They don't appear in proper noun 'Disney' but are used in 'because'
- uses capital and lower case I but may not realise these are different forms of the same letter
- no clear use of punctuation (possible full stop at end?).

#### Phonology/graphology:

- consistency in spelling e.g. becos
- much self correction shows she is aware there is an accepted form that she must try to achieve
- phonological approach to spelling – links each grapheme to a phoneme w a l s
- transposes some letters (e.g. 'g' and 'n' in 'flign').

#### Morphology:

- use of plural on rides/whales. Both these would be expected in her spoken language.

#### Lexis:

- can form a superlative (best).

#### Grammar:

- uses subordinating conjunction because to provide reason
- use of 1 complex compound sentence
- use of 2 simple sentences.

### Text 7

#### Phonology:

- uses stress to draw attention to what she believes are key parts of her story
- substitutes /w/ for /r/
- short /v3/ used
- one – wan
- omits unstressed vowel from start of arrived
- / h/ is present in this accent
- a consonant cluster is reduced in told
- /c20/ is realised as /n/

#### 4. Indicative content from past paper mark schemes

##### **Morphology:**

- uses a regular verb ending on the irregular verb 'sleep'. This could be an example of over-generalisation of verb inflections or could be a slip as she is focussing more on content.

##### **Lexis:**

- the semantic field reflects stories that young girls would likely be exposed to 'princess' 'witch' 'castle' etc.

##### **Grammar:**

- use of adverbial of time at start of story – formulaic learned from stories. It is suitably vague for a story when time is not essential
- use of a relative clause to add detail to the noun which is common with stories. Natasha has not yet learned the rules governing relative pronouns and so uses one non-standardly
- missing modal auxiliary 'would' on line 3. Since this contributes little to meaning it is likely Natasha was focussing on the key elements of her story
- uses the conjunction 'and' to link many of her clauses together – typical of oral narratives.

##### **Discourse:**

- conversational clause 'so what she did'
- some confusion in the story as it lacks some coherence
- uses pronoun referencing in her speech to avoid repetition. It is likely that she has seen this in stories and heard it from other language users (e.g. get the king and queen...and what they did)
- text is quite short which may reflect its status as a spontaneous story.

## 4. Indicative content from past paper mark schemes

### Text 8

#### Phonology:

- Natasha varies the volume of her voice – perhaps to distinguish genuine parts of the story and other contextual information for her listener?
- uses stress to draw attention to key parts of the story
- substitutes /w/ for /r/ in rabbit
- uses the nasal /ŋ/ in 'going' (unlike previous text). This shows variability
- stresses both syllables in 'garden'.

#### Morphology:

- the irregular verbs are inflected with the regular ending '-ed'(e.g. 'woked')
- 'catch' is not inflected for past tense
- omits possessive 's' on 'Tims' (L3)
- she accidentally pluralises the noun 'nose' but corrects herself showing she is exploring language and giving credence to nativist theories of development.

#### Lexis:

- mainly mono/di-syllabic lexis.

#### Grammar:

- starts with an adverbial of time 'one morning'
- Natasha uses a subordinating conjunction related to time (when) which does not seem to fit the narrative she is giving. She uses this more standardly at the bottom of the narrative
- uses the coordinating conjunction 'and' to link her clauses together
- she uses the third person neuter pronoun instead of the masculine. It is likely she knows the distinction but may have made an error as she uses this pronoun for the rabbit.

#### Discourse:

- this text is more successful than text 7. This may reflect the fact that the child is paraphrasing/recounting a previously read story
- like the other spoken narrative, Natasha uses 'what they did next'. This could be part of her idiolect and a tried and tested method of indicating chronology to her listener
- Natasha pauses often occur at clause boundaries
- because Natasha is planning a complex sequence of events she makes some errors in the structure of her story – line 6.

## 4. Indicative content from past paper mark schemes

### June 2014 Text 4

#### Text 4

- Annie understands the concept of linearity and is sufficiently developed to implement it on non-lined paper
- Annie understands that writing has directionality
- she has understood the purpose of writing (as opposed to drawing) and by telling her teacher what it communicates shows understanding of its purpose
- she produces recognisable letter forms
- there are some instances of reversal of letters (e.g. letter 'y') but she has reproduced this letter standardly in 'floppy'. This may be because she has copied the letters. There is also a reversed 'b' in 'disct'
- Annie can accurately copy words ('floppy')
- Annie does not seem to have grasped that letters and words need to be ordered in particular ways to convey the desired meaning
- the spelling of biscuit ('disct') shows evidence of emerging links between grapheme and phoneme.

## 4. Indicative content from past paper mark schemes

### June 2014 Texts 5–7

#### Text 5

##### Graphology

- the majority of letters are recognisable
- lack of spaces
- uses lines to maintain horizontal structure
- no punctuation
- distinguishes between capital I and lower case i
- each sentence starts on a new line. This is likely a result of teacher influence and helps the child to organise their work

##### Orthography/Phonology

- some evidence of applying phonology for spelling (e.g. breese)
- uses single consonants which is possible evidence of 'sounding out' method related to phonics as the second consonant is not sounded. This could also indicate she is not aware of the relationship between double/single consonants and vowel length
- there is evidence of consistency in the spelling as the consonant vowel structure /ez/ is consistently represented <ees>
- there is evidence of consistency in the spelling as the vowel /e/ is always represented <ee>
- spelling of 'howses' may be influenced by 'how'?

##### Grammar

- mostly a series of simple sentences
- first sentence has SPOA structure and others SPO
- uses adjective modifiers to add description (e.g. white flowers)

##### Discourse/Pragmatics

- focus is on what the child has done

#### Text 6

##### Graphology

- word spacing has improved but still some non standard use (e.g. stroked)
- the child uses full stops to separate sentences
- no longer restricts to a single sentence per line

##### Orthography

- builds word 'party' from syllables the child is already familiar with
- some independence from phonology as the past tense morpheme on stroked is <ed> but a /t/ in speech
- uses single consonant in 'shoping' which is possible evidence of 'sounding out' method related to phonics as the second consonant is not sounded

##### Grammar

- mainly a series of simple sentences with no conjunctions
- child keeps focus on self through first person pronoun

##### Discourse/Pragmatics

- focus is on what the child has done

## 4. Indicative content from past paper mark schemes

### Text 7

#### Graphology

- the text has some linearity
- the text has directionality
- uses full stop to clearly mark the end of a sentence
- uses no other punctuation e.g. commas or speech marks

#### Orthography

- the spelling of 'mouse' is not standard and probably indicates aspects of a phonetic approach
- the spelling of the \ ou \ is inconsistent e.g. 'howse' and 'moues'
- the spelling of 'Daisy' is not consistent. As the story was produced independently it is likely that the child is concentrating more on the narrative and less on consistent spelling
- the spelling of pink shows the use of 'ck'. The child may have been uncertain as to the expected form. This is consistent as she also does it in 'walck'
- some evidence of independence from phonology in the use of the silent <l> in 'walck'

#### Lexis

- possible environmental influence from fairy stories indicated by use of 'granny'?
- character names like 'Scooter' probably taken from child's environment

#### Morphology

- can use the regular past tense morpheme 'ed'
- uses the present participle ending 'ing' non-standardly. This may indicate the influence of phonology
- she can form the past tense of irregular verbs. This would be expected as they would already be present in her spoken language

#### Grammar

- uses some complex sentences but they are short
- uses some simple sentences
- use of auxiliary 'to do' in 'Scooter did get up' not needed

#### Discourse

- starts with adverbial 'one day' which would be a familiar structure present in other stories
- repeats the noun 'mouse' throughout rather than using pronoun referencing as may be expected later in development
- candidates might like to discuss how the text relates to different theories of narratives and how she has mastered narrative structure (e.g. 'one day' as a form of orientation)