



Department of  
Education

# EAL/D PROGRESS MAP

A guide to teaching, learning, monitoring and assessment of  
English as an additional language/dialect students

**Secondary**  
**Years 7 to 12**

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The English as an Additional Language/Dialect (EAL/D) Progress Map is a Western Australian planning, monitoring and assessment tool for all students requiring support in developing Standard Australian English (SAE) who come from culturally and linguistically diverse backgrounds whether arriving from overseas or born in Australia, including Aboriginal and Torres Strait Islander students.

Based on current research into additional language/dialect acquisition, the EAL/D Progress Map acknowledges that EAL/D students develop SAE along different pathways and at varied rates. These rates of progression are organised through the phases in language learning development: beginning, emerging, developing and consolidating.

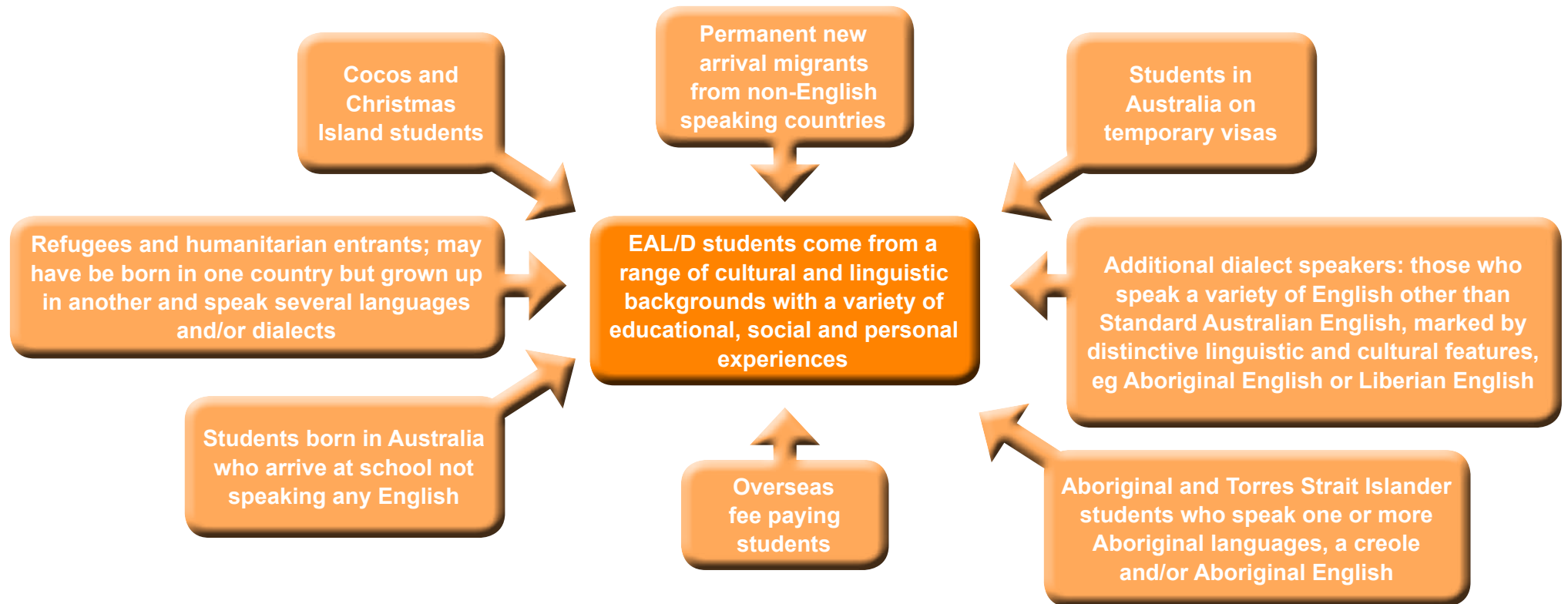
The EAL/D Progress Map is aligned to the Western Australian Curriculum and applies to all learning areas. It takes into account approaches to teaching, learning and assessment at a national level correlating to the Australian Curriculum, Assessment and Reporting Authority (ACARA) English as an Additional Language or Dialect Teacher Resource.

### The purpose of the EAL/D Progress Map is to:

- respond to and represent all EAL/D students in Western Australia positively and equitably
- identify EAL/D students who require EAL/D language support from Kindergarten to Year 12
- describe student progress across listening, speaking, reading and viewing and writing modes in four phases of schooling – early childhood, middle childhood, early adolescence and late adolescence
- acknowledge the existing language skills and abilities of EAL/D students
- assist teachers to plan meaningful teaching and learning programs
- provide explicit information for teachers to make accurate judgements about EAL/D student progress and achievement in learning SAE
- provide an effective and valid means of reporting EAL/D student proficiency in SAE.

The EAL/D Progress Map Secondary contains the Early Adolescence and the Late Adolescence Map which assists teachers to provide targeted support in the secondary phases of learning. This map is an essential tool in determining the appropriate placement of students within the EAL/D WACE Courses (Foundation, General and ATAR). The Late Adolescence Progress Map is particularly beneficial for teachers of senior students who are not pursuing the WACE EAL/D course.

English as an additional language or dialect learners are those students who speak a language or dialect other than Standard Australian English (SAE) as their first language and therefore SAE competency. This may be provided in metropolitan, rural and remote schools or in Intensive English Centres (IECs).



This list is not comprehensive and does not describe all the students who attend Western Australian schools as additional language/dialect learners, but it does demonstrate their diverse backgrounds.

These students:

- are learning English as a new language, about English and through English
- need to learn new cultural understandings, in both school and community contexts
- may begin school in Australia at any age or phase from Kindergarten to Year 12
- have varied levels of first language literacy proficiency.

EAL/D students have to learn more than just a new language or dialect. They also have to learn the culture of the classroom, the school and the wider community. Teachers of EAL/D students should consider how some concepts related to learning an additional language or dialect and the associated cultural and social understandings will impact on their students' learning.

EAL/D students:

- will be challenged by the demands of a complex learning context
- need time, support and understanding to adapt to the many aspects and routines of school life
- require appropriate EAL/D support; modelling and scaffolding of language and concept learning across the curriculum
- may require provision of extra time to process new language and concepts
- need explicit teaching of vocabulary and language structures with awareness of task expectations and learning purpose
- may come from traumatic and disrupted backgrounds and/or may be managing complex issues, such as loss, separation or family upheaval.

### Cultural conceptualisations and world view

- recognise that students bring their own cultural knowledge, attitudes and values to the classroom to make sense of their new environment
- consider that different cultural understandings may affect students' learning
- encourage students to maintain their identity and connections within their own communities
- teach students how to use SAE in social situations and adjust their register according to audience and purpose
- consider the appropriateness of resources, materials and activities at the linguistic, cultural and conceptual levels
- teach SAE listening conventions explicitly, as listening behaviours may vary across cultures.

### Use of home language

- value and encourage maintenance of home language in the classroom and out in the community
- allow students to use their home language to make sense of the world around them and to learn new concepts
- use home language speakers if available
- allow students to speak, read and write in their home language
- recognise that literacy skills developed in the home language supports the learning of SAE
- use bilingualism/bidialectalism and teach understanding of code-switching to assist students in making meaning from SAE
- demonstrate correct usage of SAE in a supportive way through recasting, restating and recycling language.

### Silent period

- students experience a silent period during which they will observe and acquire new SAE language understandings and behaviours
- receptive language skills develop before productive language skills
- encourage students to communicate without pressuring them
- older students may be concerned with shame
- a fear of embarrassment could be a concern for some students.

### Social vs academic language

- students typically develop social proficiency in SAE within two to three years, confidently communicating, socialising and understanding most conversational language
- it takes between five and seven years to develop academic language and possibly longer for limited schooling students
- encourage students to take risks in their learning by providing a safe and supportive learning environment
- students will continue to require EAL/D support and scaffolding to access the growing academic demands of the curriculum.

Limited-schooling students are new to learning in and about English; they may have experienced interrupted periods of schooling and may have little or no literacy.

### Beginning

#### The student

- is learning English for the first time, with little or no foundation in continuous, formal education
- can speak one or more languages or dialects other than English, but has no or little experience with print literacy in any language
- might have limited experience with using drawing and writing implements
- needs to develop understandings about Australian school culture and the language and behaviours needed for social and educational interaction in SAE
- could be overwhelmed, tune out and avoid tasks that require a response
- may become frustrated and angry and loses concentration with information overload
- needs to develop trust, and a sense of belonging before becoming empowered to control own learning.

### Emerging

#### The student

- may require targeted support to access language and content due to the increased academic demands of the curriculum
- may encounter difficulty attributing meaning to academic language with no prior experience in specific academic fields
- can become disengaged if the learning program loses relevance for them
- may become frustrated with the difficulty of putting a message into print if previously able to communicate through oral language effectively.

### Developing

#### The student

- may become frustrated if not able to connect new language to prior knowledge or experiences
- might appear to plateau as the breadth and depth of language expands
- could need extra time to assimilate new understandings
- may experience strain and lack of concentration
- may have difficulty remembering newly-taught information that contains new language
- could experience a second silent period while acquiring new concepts and adjusting to a more formal register of language.

### Consolidating

#### The student

- may have developed competency in SAE in a wide range of social and learning contexts
- continues to require EAL/D support to access the growing academic demands of the curriculum
- benefits from using home language to communicate and clarify increasingly dense abstract technical vocabulary and academic language.

**Inclusion and acknowledgement of students' home language and cultural differences into the teaching and learning program will enhance their motivation to learn and develop bidialectal or bilingual competency. Aboriginal students who speak Aboriginal languages, Aboriginal English and/or creole (Kriol or Torres Strait Creole) may experience challenges similar to other EAL/D students when learning SAE as an additional language/dialect.**

### Beginning

Student is new to learning SAE and becomes aware that Aboriginal English and creole are different from SAE.

- may speak one or more traditional languages as well as Aboriginal English
- may not learn and use SAE just by being exposed to it. Student needs to develop awareness of dialect similarities and differences to be able to 'code-switch' effectively from one dialect to another
- may be learning vocabulary and sounds different from the home language vocabulary, sounds and concepts
- may have experienced difficulties with schooling in the past
- may find the demands of the classroom, school or teacher different from those of their family/cultural life
- may have had very limited exposure to literacy in the home/community
- competent communication skills in Aboriginal English may prevent students from recognising the need to learn the different conventions of SAE.

### Emerging

Student recognises that Aboriginal English and creole are different varieties of language from SAE and is exploring the differences between them.

- benefits from hands-on, experiential learning to reinforce new technical vocabulary and SAE concepts
- becomes aware of different basic SAE registers, appropriate listening behaviours and expectations in SAE contexts, along with the use of code-switching.
- requires support and time to develop academic language and use of formal registers
- will benefit from using the home language during learning tasks as part of an inclusive two-way learning program
- needs the home language to be acknowledged and respected to help develop code-switching, and bilingualism/bidialectism.

### Developing

Student understands the differences between Aboriginal English, creole and SAE and can code-switch between them effectively in most social and learning contexts.

- continues to rely on a well-structured, supportive language-learning environment
- requires ongoing support to understand the differences at all levels of language in SAE and Aboriginal English
- has a well-developed understanding of colloquialisms and idioms
- is increasingly aware of differences in cultural expectations and behaviours
- continues to need support with the development of more specialised and formal academic language
- continues to rely on the language structures and cultural understandings of the home language to make meaning of SAE
- needs to maintain the home language to gain greater understanding and control over code-switching.

### Consolidating

Student has bilingual/bidialectal competence and code-switches automatically between SAE and home language in a wide range of social and learning contexts.

- has a well-developed understanding of colloquialisms and idioms in both SAE and home language but may still find academic language and concepts challenging
- benefits from explicit teaching of SAE structures and conventions
- understands the differences in cultural expectations and behaviours
- benefits from using the home language to ensure the continuing language/ concept development and communication of personal experiences or ideas.



## Feedback

- part of effective teaching
- needs to be explicit, meaningful and focused on improving the student's language learning
- rubrics and criterion referenced assessments that highlight the specific language items being taught are most effective
- student is an integral part of feedback process.

## Explicit teaching

- is target focused in all language modes and across all learning areas
- sets the purpose for learning
- explains what is required
- shows students how to do a skill
- presents an example or model
- demonstrates how to transfer the information to complete similar tasks independently
- uses a teaching, learning and assessment model to support learning.

## Oral language

- emphasise speaking and listening activities that help students hear, reproduce and pronounce the sounds of SAE
- explicitly teach phonemic awareness and SAE sound/symbol relationships
- focus on sounds that could be confusing or absent from home language
- use moderate speech pace with some pauses to allow student time to process information
- have students interact with more competent speakers so as to hear good role models
- provide authentic purposes for talk
- teach both formal and informal SAE with its use of idioms and colloquialisms
- using pair and small group work is particularly effective as it gives students the opportunity to interact with their English-speaking peers in a supportive environment.

## Scaffolding

- make clear to students what it is they are to learn and provide them with explicit steps to achieve success
- support language learning through explicit teaching of required vocabulary and text structures
- provide a variety of opportunities for students to practise language features and structures
- use action, visuals, diagnostic organisers and media technology to support understandings.

## Grammar

- teach and use grammar metalanguage from the beginning so students can talk about parts of speech and identify what words are and what they do
- teach explicitly and combine both structural and functional approaches; Students should learn very early the phrase, 'Hello, how are you?' and its response, 'I'm fine, thank you.' which enables the student to communicate quickly and easily
- explicitly teach phoneme/grapheme principles with a well-researched program
- explicitly teach grammar markers such as regular and irregular verbs, past tense and possessives.

## Register

- explicitly teach the differences between informal and formal language in both social and academic contexts
- teach situational language
- link text-type choice to situation, audience and purpose.

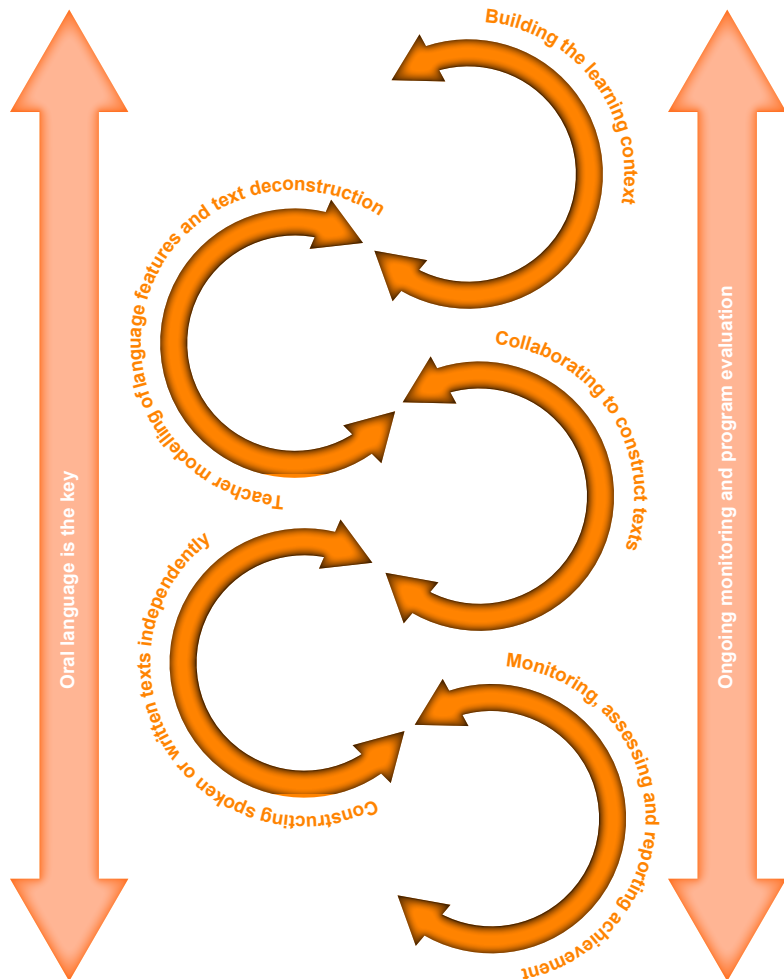
## Visuals

- pictures and graphics reinforce what is being said and heard in the classroom
- enhance clarity and give meaning to the text or message
- help students to tap into their home language to assist with making meaning in the new language.

## Building vocabulary

- intentional teaching of vocabulary across all the learning areas on a daily basis and specific time dedicated to vocabulary building
- note the vocabulary demands of the subject areas
- introduce new vocabulary and support students in building word level comprehension before exposing them to the unfamiliar texts, whenever possible
- include strategies that enable students to learn the subject-specific words
- teach words that change their meaning in different contexts, for example, 'state' as in the state of WA or 'state' as in states of matter
- introduce dictionaries early in students' learning, assist them to use them effectively
- beware of electronic dictionaries as they cannot be used in exams
- avoid online translating programs
- develop deeper conceptual knowledge around words
- develop word study skills including patterns, syllables, affixes.

The EAL/D teaching, learning and assessment model shows how the various building blocks interconnect to scaffold the language teaching process and to embed the students' language development in SAE. With repeated practice, new learning becomes integrated and language development continues to progress as it becomes more complex.



## Building the learning context

- establish the learning context and purpose for students – building the field/frontloading
- create a non-threatening language and learning environment to support and encourage risk taking
- provide students with opportunities to demonstrate existing knowledge and understandings
- develop both everyday and technical language related to the topic, subject or theme
- develop awareness of related cultural understandings and values
- provide authentic learning experiences to build topic knowledge and understandings.

## Teacher modelling of language features and text deconstruction

- model reading and writing
- identify the required genre and register expected of the task
- teach and use the language to talk about language (metalinguage)
- model and explicitly teach target language, structures and features
- model different texts and particular genres
- discuss the cultural aspects, purpose and audience of a text
- discuss the relationship between the writer and the audience, including cultural protocols
- discuss the advantages and disadvantages of choosing written, spoken or multimodal texts.

## Collaborating to construct texts

- share reading and writing
- scaffold students' development of understandings about the topic, text and cultural underpinnings through strategic questioning
- create new texts jointly as a scaffold to individual output
- provide opportunities for students to collaboratively produce texts
- provide explicit feedback about the students' language choices
- recast key SAE language structures, where appropriate.

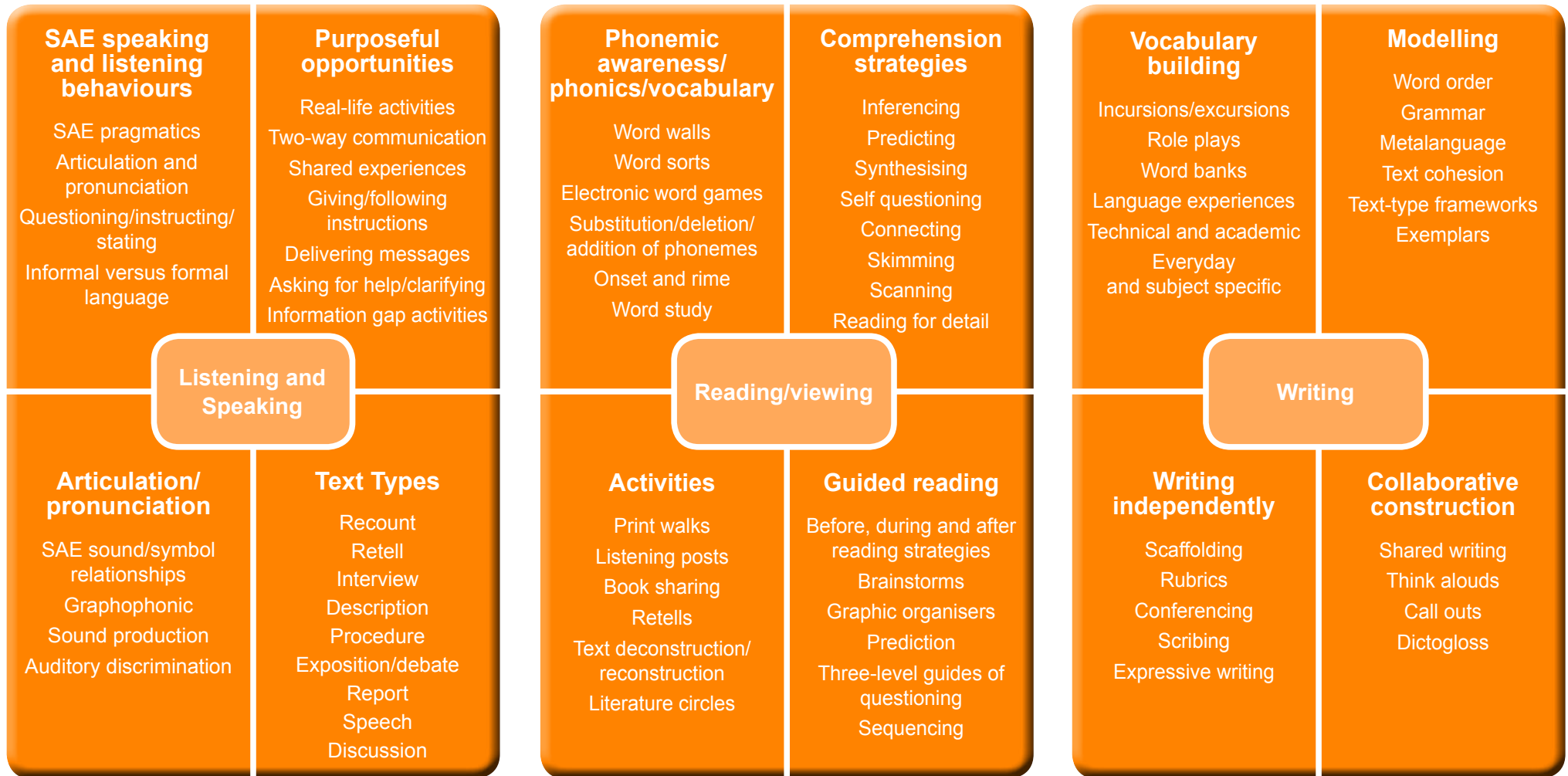
## Constructing spoken or written texts independently

- support students to produce their own SAE texts
- provide targeted feedback on how to improve texts based on shared understandings of SAE
- conduct teacher-student conferencing; facilitate peer conferencing
- introduce drafting, rehearsing, editing and publishing using SAE metalanguage.

## Monitoring, assessing and reporting achievement

- use the EAL/D Progress Map to monitor and assess SAE learning progress
- monitor and evaluate performance on an ongoing basis
- scaffold students to engage in peer or self-assessment
- create assessment rubrics for the targeted learning context using SAE metalanguage
- use assessment tasks to provide feedback and to initiate new teaching and learning opportunities.

These strategies are founded on additional language learning principles and can be used in any class across the curriculum. Deep level comprehension strategies provide students greater access to conceptual understandings. The listening and speaking modes have been combined as the strategies suit both.



The EAL/D Progress Map is the most appropriate assessment tool for EAL/D students and is underpinned by additional language learning principles. For EAL/D students to achieve success in learning SAE across the curriculum, they need ongoing explicit language support over time, in different contexts. Teacher judgements should be made across a range of contexts to monitor student progress.

It is important that schools have discussions with parents about the use of the EAL/D Progress Map for assessment and reporting purposes. Variations to the standard reporting template should be documented if parents agree to reporting using the EAL/D Progress Map for English.

## Phase of schooling

- Early Adolescence Years 7 - 10
- Late Adolescence Years 11 - 12

## SAE language acquisition

- Beginning – new to learning SAE, observes and becomes familiar with SAE and the Australian schooling context.
- Emerging – begins to develop understandings of SAE with some application to learning contexts.
- Developing – demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts.
- Consolidating – competent SAE user in a wide range of social and learning contexts.

## Mode overview

- Determine student's initial level of SAE language acquisition.
- The mode overview is a synopsis of the broad scope of the language modes of speaking, listening, reading/viewing and writing, ranging across the beginning to consolidating phases of language learning development.
- This is a good starting point for planning an appropriate EAL/D teaching/learning/assessment program.

## Assessment pointers

- Refer to the assessment pointers for fine-grained descriptions of observable student learning behaviours in each language mode which informs teacher judgements.
- Students may demonstrate different levels of achievement in each mode (eg level 2 for writing and level 3 for speaking).

## Implement program

- Implement appropriate EAL/D teaching/learning strategies across the curriculum.
- The EAL/D teaching, learning and assessment model provides the ideal structure to show how modelling, scaffolding and supporting enhance independent language learning.
- Refer to the Approaches to teaching and learning for suggestions.

## Assessment

- Refer to the observation guide assessment pointers for determining student placement.
- Use samples of student work in all modes to assess performance in SAE.
- Assessment types may include but are not limited to written/recorded/drawn samples, computer generated texts, group work and performance observation.

## Student achievement

- In order to achieve a level in a mode students should demonstrate achievement across a range of tasks and contexts in that mode.
- Determine an EAL/D level for each of the four modes.

## Reporting to parents

- The EAL/D Progress Map report template is available on the Reporting to Parents portlet on the Department of Education website. This provides an alternative to the mainstream English report.
- There are short level descriptions which can be included on the final report.
- Translated letters for parents explaining the EAL/D Progress Map report are available on the EAL/D website.

## Mainstream assessment

- EAL/D students will continue to require ongoing monitoring of SAE acquisition using the EAL/D Progress Map.
- The consolidating levels complement mainstream teaching, learning and assessment as SAE acquisition is still continuing.

# Early adolescence

## Beginning

**Student is new to learning SAE, observes and becomes familiar with SAE and the Australian schooling context.**

### At this level teachers should

- provide highly focused and meaningful learning activities, appropriate to age and interest level
- provide purpose and relevance of learning activities for students
- encourage students to draw on home language, cultural background and social knowledge to make meaning
- create a supportive and non-threatening environment which allows students to become familiar with the school, classroom and community environment
- provide positive and constructive feedback to encourage students to experiment with language
- model different texts and genres and explicitly teach target language, structures and features
- scaffold the learner's development of understandings about the topic, text and cultural understandings through strategic questioning
- limit length of learning activities taking into account students' oral language proficiency, academic and social experiences
- include repetition and recycling of SAE language, as appropriate, matching with visual cues and concrete material
- provide opportunities for students to observe others and practise SAE acquired language skills in a non-threatening environment
- allow time for students to develop reading and writing skills while also valuing oral competency
- provide additional time to complete tasks and learn new skills
- demonstrate sensitivity when explaining the differences between SAE and other English dialects, e.g. Aboriginal English and Singaporean English, as students may not be aware that they speak a different dialect
- encourage and acknowledge abilities and achievements to adapting to the many aspects and routines of SAE
- ensure a balanced range of group and individual activities
- support the teaching with visuals, gestures, contextual clues and voice
- explicitly teach SAE vocabulary, grammar and syntax in context
- focus on language conventions such as punctuation and show how they assist the reader
- use multimedia to support language acquisition
- develop a shared metalanguage
- provide explicit feedback about the students' language choices.

## Emerging

**Student begins to develop understandings of SAE with some application to learning contexts.**

### At this level teachers should

- select high interest and age-appropriate tasks
- provide relevant and contextual learning programs which include concrete experiences to build on more complex and abstract concepts
- provide previewing activities to develop vocabulary and decoding skills
- provide visual aids and other support strategies such as modelling and scaffolding
- allow students to discuss, learn and practise new concepts in their home language
- recognise, respect and explore the differences between SAE narrative and storytelling genres and those of other cultures'
- encourage students to take risks and communicate meaning rather than become concerned with accuracy
- provide extra time, encouragement and positive feedback to complete tasks
- develop comprehension skills and reading-on strategies to comprehend longer discourse and complex texts
- teach metalanguage to explore similarities and differences between the home language and SAE
- continue to explicitly teach SAE text structures, language features and vocabulary within meaningful contexts
- provide opportunities for students to expand on known text structures (brochures, advertisements, forms) and to recognise and write personal texts, messages, letters, email and lists
- support students with planning, writing and editing of basic text types using explicitly modelled, labelled and illustrated frameworks (eg recounts, essays, reports)
- continue to model and explicitly teach the target language, structures and features of texts and genres
- build on the students' knowledge of metalanguage and continue to scaffold the student's development of understandings about the topic, text and cultural understandings through strategic questioning
- continue to provide explicit feedback about the students' language choices
- discuss the advantages and disadvantages of choosing written, spoken or multimodal texts for communication.

## Developing

**Student demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts.**

### At this level teachers should

- continue to plan for a well structured, supportive EAL/D language learning environment
- make SAE language features assessment criteria explicit to students, providing checklists and rubrics and providing positive and constructive feedback
- allow for a more flexible informal assessment timetable that provides extra time for students to complete tasks
- continue to recognise and value the maintenance of the home language and culture to assist with the complex demands of the curriculum
- provide opportunities to discriminate between literal and metaphorical meanings
- encourage, support and provide constructive and explicit feedback to students
- explicitly teach features of SAE spoken and written register for different purposes, contexts and audiences
- scaffold the transition from oral to written texts through group discussions, thinking out loud and partner work
- build on SAE vocabulary, grammar, literary devices and meaning across the curriculum
- provide opportunity to frequently practise and recycle language
- provide opportunities for students to engage in writing with attention to text types, audience and purposes
- continue to build on the student's knowledge of metalanguage
- continue to provide explicit feedback about the students' language choices.

## Consolidating

**Student is a competent SAE user in a wide range of social and learning contexts.**

### At this level teachers should

- continue to use cooperative learning strategies to increase understanding of how meaning is constructed across languages, dialects and cultures
- continue to scaffold learning using appropriate EAL/D models
- create a comfortable and safe learning environment where students can achieve their full potential
- provide a wider range of SAE listening, speaking, reading/viewing and writing experiences across the curriculum
- continue to teach SAE vocabulary in context and introduce abstract words, conditionals and nominalisations
- teach and reinforce skimming, scanning, summarising, note taking, editing and recording of information paying attention to main ideas
- demonstrate the effective use of literacy devices such as metaphorical and emotive language and how it positions the listener, reader and/or viewer
- clarify tasks and assessment criteria and provide support and constructive feedback to students
- provide opportunities for unstructured personal writing in home language and SAE.



	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	<p><b>The student</b></p> <p>is from a limited schooling background and is new to the Australian school context, produces and understands simple, mainly isolated, words and phrases, begins to recognise a small bank of familiar vocabulary, attempts SAE letter formation, directionality, spacing between words and basic punctuation, requires more time to complete tasks, relies heavily on teacher and bilingual support.</p>	<p><b>The student</b></p> <p>is new to learning SAE but possesses learning strategies gained in previous school experience, relies heavily on non-verbal gestures and cues, produces short formulaic expressions, understands a few familiar SAE words and phrases, becomes aware of the conventions of SAE texts, writes simple phrases and sentences related to the personal context, requires teacher and bilingual support.</p>	<p><b>The student</b></p> <p>participates in predictable, face-to-face interactions, has sufficient vocabulary to express basic communicative needs, understands and participates in very short, simple spoken exchanges on familiar topics, comprehends and responds to short, very simple texts in SAE, writes a series of simple phrases and sentences, continues to rely on EAL/D support and use home language to access the curriculum.</p>	<p><b>The student</b></p> <p>uses simple common expressions and some full sentences, gains essential information from short, simple spoken texts in familiar contexts, comprehends and responds to a small range of short, simple texts, writes short, linked sentences in a number of basic text types.</p>	<p><b>The student</b></p> <p>participates in, and maintains expanded interactions, understands careful, well-articulated, longer speech on familiar topics, comprehends and responds to a range of well-structured texts on familiar topics, writes straightforward texts using a basic range of text types.</p>	<p><b>The student</b></p> <p>initiates and maintains interactions with other SAE speakers in own areas of interest and ability, understands a growing range of personal and school interactions, comprehends and responds to a variety of increased texts on familiar topics, writes about most common topics with increased accuracy.</p>	<p><b>The student</b></p> <p>participates easily and effectively in interactions with SAE speakers, follows a range of personal and school interactions in familiar and some unfamiliar contexts, comprehends and responds to a variety of extended texts, writes clear, detailed texts using relevant conventions.</p>	<p><b>The student</b></p> <p>speaks fluently and spontaneously on a range of topics, understands a wide range of spoken texts, comprehends and responds to a wide range of texts produced for a variety of purposes and audiences, writes clear, well-structured texts with growing control over sophisticated language features.</p>	<p><b>The student</b></p> <p>converses with facility, producing clear, well-structured speech, understands all spoken texts relating to personal, general and academic needs, comprehends a full range of complex, factual and literary texts, writes complex texts, choosing an appropriate style for purpose and audience.</p>
Listening Comprehension skills and strategies	<p>is new to listening in SAE, may not know appropriate SAE listening behaviours in the classroom, understands a few common SAE words and phrases, requires more time to complete listening tasks, relies heavily on teacher and bilingual support.</p>	<p>follows slow, carefully articulated speech, joins in some simple oral activities, responds to non-verbal cues that match the home culture, understands a few SAE words and phrases, imitates others, relies heavily on gestures and visual support.</p>	<p>understands and participates in very short, simple spoken exchanges on familiar topics, begins to distinguish a few SAE intonation patterns, responds to simple vocabulary and oral language structures, uses repetition, may ask for help from others.</p>	<p>gains essential information from short, simple spoken texts in familiar contexts, identifies and responds to social cues and intonation patterns, follows some linguistic features of school-based oral text types, asks for help and repetition when necessary.</p>	<p>understands careful, well-articulated, longer speech on familiar topics, recognises the purposes and audiences of oral texts, begins to understand context-reduced spoken texts including some common colloquialisms and idioms, asks for repetition and paraphrasing to help them understand details.</p>	<p>understands a growing range of personal and school interactions centred around familiar contexts, identifies some interpersonal, expressive and cultural aspects of spoken SAE, develops an understanding of a range of registers and key linguistic features in oral texts, asks for clarification and extra time when participating in complex listening tasks.</p>	<p>understands and participates in a range of personal and school interactions in familiar and some unfamiliar contexts, is able to follow quite complex discourse on familiar topics, can make some inferences using oral cues, makes notes to help recall spoken texts.</p>	<p>understands a wide range of spoken texts relating to their personal, general and academic needs encountered at their level of schooling, interacting with SAE speakers readily and easily understanding a range of dialects and colloquial language, follows the details of complex discourse on familiar and unfamiliar topics, monitors spoken language for relevance and accuracy.</p>	<p>comprehends complex spoken texts across a wide range of purposes and contexts, responds appropriately and with competence, interprets a range of unfamiliar cultural references in general discourse and comprehends most high-frequency idiomatic language, colloquialisms and cultural nuances.</p>
Speaking Communication skills and strategies	<p>is new to speaking in SAE, may not know appropriate SAE social conventions, produces simple, mainly isolated, words and phrases, learns how to use appropriate non-verbal gestures, requires intensive on-to-one or small group teaching.</p>	<p>produces short, isolated, formulaic expressions, interacting in a simple way, uses the simplest everyday language and non-verbal gestures, correctly pronounces a few learned words, pauses to search for expression, uses the home language, practises by imitating, memorising and repetition.</p>	<p>participates in predictable, face-to-face interactions, uses simple forms of address, relying on gestures for more complex meaning, has sufficient vocabulary to express basic communicative needs using simple connectors, pronounces words clearly enough for understanding, asks for SAE words and phrases, practises pronunciation.</p>	<p>participates in face-to-face interactions, uses simple common expressions and some full sentences with the use of gestures, has sufficient vocabulary to express themselves on a variety of topics using simple cohesive devices, uses vocabulary learned from reading/listening when speaking.</p>	<p>participates in, and maintains expanded interactions, has sufficient range of vocabulary to describe some unpredictable situations using some cohesive devices to link ideas, uses compound sentences when speaking, uses a range of strategies to clarify meaning.</p>	<p>initiates and maintains interactions with other SAE speakers in own areas of interest and ability, adapts and modifies language across a range of registers, has an increasing range of vocabulary relating to areas of interest using a range of cohesive devices to link ideas, may seek clarification of unknown cultural references.</p>	<p>participates easily and effectively in interactions with SAE-speaking peers, has a broad range of vocabulary, uses a variety of cohesive devices to relate ideas, uses common idiomatic and colloquial expressions and contrasts these with more formal language appropriately, rephrases to assist listeners' comprehension.</p>	<p>speaks fluently and spontaneously on a range of topics, has good control of a wide range of registers, and idiomatic and colloquial expressions, uses a broad range of language across varying contexts, including a range of language features and organisational structures, uses effective strategies to aid communication.</p>	<p>readily understands and participates in all spoken texts relating to personal, general and academic needs encountered, draws on knowledge of SAE language structures and features to infer a speaker's intentions, interprets complex language accurately, evaluates quality and validity of information from spoken texts.</p>
Reading and Viewing Language & textual analysis	<p>is new to reading, attends to simple shared texts, begins to understand that print carries a message, begins to recognise a small bank of familiar words and phrases, observes and copies others, requires more time to attempt reading tasks, relies heavily on teacher and bilingual support.</p>	<p>recognises and understands a few familiar words or phrases, understands that print and graphics carry a message, becomes aware of the conventions of SAE texts, uses reading and viewing knowledge and skills in the home language to assist with reading and viewing in SAE, relies heavily on visual cues.</p>	<p>comprehends and responds to short, very simple texts in SAE, identifies the basic organisational features of written texts, knows that reading and viewing activities may have different purposes, uses graphics or visuals to help negotiate a text.</p>	<p>comprehends and responds to a small range of short, simple, written, visual and electronic texts on familiar topics in SAE, recognises basic text organisation and features, distinguishes between the written and spoken word, may ask questions to clarify meaning during shared reading/viewing sessions.</p>	<p>comprehends and responds to a range of well structured, written, visual and electronic texts on familiar topics in SAE, begins to comprehend beyond the literal level, understands text organisation, begins to use a small range of strategies to support their understanding.</p>	<p>extends understanding, responds to a growing range of written, visual and electronic texts on familiar topics in SAE, is aware of some cultural perspectives, comprehends beyond the literal level, understands more complex text organisation and language features, uses a growing range of strategies to support their understanding.</p>	<p>comprehends and responds to a variety of extended familiar and unfamiliar written, visual and electronic texts in SAE, begins to analyse information, interprets complex language and technical vocabulary, selects appropriate strategies to assist their understanding.</p>	<p>comprehends and responds to a wide range of texts produced for a variety of purposes and audiences in SAE with growing independence, understands lengthy, complex texts, analyses and interprets texts at more than one level, recognises persuasive and emotive language designed to manipulate the reader/viewer, chooses the most effective way to read and view texts.</p>	<p>independently comprehends a full range of complex, factual and literary texts, analyses, interprets and critically discusses a wide range of texts, interprets key cultural references, analyses the features of long complex texts produced for a range of purposes and audiences, critically evaluates texts for their relevance and validity.</p>
Writing Creating texts	<p>is new to writing, copies and experiments with SAE letters, simple words and phrases, attempts SAE letter formation, directionality, spacing between words and basic punctuation, begins to recognise that messages in home language can be written down, requires more time to attempt writing tasks, relies heavily on teacher and bilingual support.</p>	<p>writes simple phrases and sentences related to personal contexts, uses models or formulaic patterns to support writing, begins to understand the conventions of SAE writing, recognises that writing has different purposes and a consistent meaning, translates word-for-word from home language into SAE, uses a picture dictionary.</p>	<p>writes a series of simple phrases and sentences, uses a simple structure and a logical sequence, links ideas with simple conjunctions, spells a few familiar words accurately, may still translate from home language into SAE, begins to use a learner's English dictionary.</p>	<p>writes short, linked sentences in a number of basic text types, has initial control over sentence structure, linking ideas with simple cohesive devices, spells frequently used words accurately, begins to plan and edit own work, uses a bilingual or English learner's dictionary to supply unknown words.</p>	<p>writes straightforward texts using a basic repertoire of text types, shows understanding of the structure and function of paragraphs, has control over basic grammatical features, spells frequently used words accurately, refers to an appropriate dictionary or other home language speakers to clarify meaning.</p>	<p>writes about most common topics with accuracy and some detail, consolidates understanding of text types, has increasing control over grammar and language use, uses a range of cohesive devices to link ideas, uses an appropriate dictionary to increase vocabulary, edits own writing.</p>	<p>writes clear, detailed texts using conventions of the relevant text type, is aware of the context and audience for their writing, gains control over grammar using appropriate structures to organise ideas, increases vocabulary, plans for audience, monitors and proofreads own writing.</p>	<p>writes clear, well-structured texts, uses appropriate text type to suit context, audience and purpose, uses language effectively, has control over grammar with growing control over sophisticated language features, uses strategies to refine vocabulary, plans and edits own writing for effectiveness and accuracy.</p>	<p>writes clear, smoothly flowing complex texts, choosing an appropriate style for purpose and audience, uses language flexibly across a range of contexts, has control over a wide range of grammatical structures in order to organise complex texts, uses a range of strategies to assist and refine the writing process.</p>

**Level 1a – limited schooling**

The student is from a limited schooling background and is new to the Australian school context, produces and understands simple, mainly isolated, words and phrases, begins to recognise a small bank of familiar vocabulary, attempts SAE letter formation, directionality, spacing between words and basis punctuation, requires more time to complete tasks, relies heavily on teacher and bilingual support.

Listening	Speaking
<ul style="list-style-type: none"> <li>• uses own world view to interpret the new SAE language structure</li> <li>• identifies some common SAE sound units (eg initial consonant sounds) but may have difficulty with vowel and final sounds</li> <li>• begins to understand a few isolated SAE words and simple phrases (eg 'Good morning', 'Sit down')</li> <li>• becomes aware of appropriate SAE listening behaviours (eg turn taking, listening to the whole text and not interrupting)</li> <li>• becomes aware that SAE listening behaviours may be different from the home culture (eg eye contact)</li> <li>• relies on gesture, contextual and visual cues, clear speech with limited text density and additional processing time.</li> </ul>	<ul style="list-style-type: none"> <li>• draws on knowledge of home language and culture when speaking</li> <li>• interacts in a simple way in very familiar interactions and routines but communication is totally dependent on repetition, rephrasing and slow, careful speech</li> <li>• produces simple phrases and formulaic expressions using basic SAE vocabulary for social and classroom interactions (eg 'Hello. My name is...')</li> <li>• asks and answers simple questions about personal details (eg 'How are you?', 'What is your name?')</li> <li>• correctly pronounces a very limited range of learned sounds and words in SAE</li> <li>• establishes basic social contact by using the simplest everyday language (eg greetings and farewells, introductions, saying 'please', 'thank you', 'sorry') if these are familiar cultural practices</li> <li>• uses non-verbal gestures and/or single words to communicate and express immediate needs</li> <li>• may experience a silent period while learning basic social language and adjusting to new cultural and social practices, relies on explicit language models</li> <li>• practices control over pronunciation of unfamiliar sounds.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>• begins to recognise and name letters of the alphabet and becomes aware of the relationship between letters and sounds</li> <li>• learns the difference between letters and numbers</li> <li>• begins to recognise a few very familiar written words and phrases used in the classroom contexts</li> <li>• begins to understand the basic conventions of print and identifies different parts of a book (eg front cover, back cover)</li> <li>• imitates reading-like behaviour (eg holding a book correctly, tracking words with their finger) and relies on visuals, translations, teacher modelling and contextual support</li> <li>• attempts to read along with the teacher</li> <li>• needs to be explicitly taught how to use a picture dictionary</li> <li>• is beginning to understand that images and words can represent concepts and carry meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to write familiar words and phrases with support (eg name, country of origin)</li> <li>• becomes familiar with the English alphabet and attempts letter formation, however, letters may be poorly and inconsistently formed</li> <li>• begins to understand the basic conventions of writing (eg left to right/top to bottom, spacing between words)</li> <li>• possesses limited vocabulary of simple, high-frequency words (eg I, come, good)</li> <li>• copies words and short phrases from the board and environment</li> <li>• begins to recognise that capital letters and full stops show the beginning and end of sentences</li> <li>• begins to recognise there is a logical sequence of ideas in a text</li> <li>• begins to hold a pen, pencil, ruler correctly</li> <li>• begins to understand that SAE writing is a cultural practice that may differ from their own experiences.</li> </ul>



**Level 1b**

The student is new to learning SAE but possesses learning strategies gained in previous school experiences, relies heavily on non-verbal gestures and cues, produces short formulaic expressions, understands a few familiar SAE words and phrases, becomes aware of the conventions of SAE texts, writes simple phrases and sentences related to the person context, requires teacher and bilingual support.

Listening	Speaking
<ul style="list-style-type: none"> <li>follows slow, carefully articulated speech and joins in some simple oral activities</li> <li>watches gestures and uses visual aids to understand SAE talk</li> <li>follows and appropriately responds to short, simple instructions (eg 'Pack up'.)</li> <li>identifies some sounds units in SAE (eg short vowels, consonant blends) and responds to changes in tone of voice and intonation</li> <li>recognises a few SAE words (eg their own name), phrases and familiar formulaic expressions</li> <li>acknowledges and pays attention when spoken to (may need to be explicitly taught)</li> <li>has some awareness of listening in different contexts, and meaning implied by gesture and intonation</li> <li>understands turn taking, cooperating, asking for repetition, if explicitly taught</li> <li>becomes aware of differences between own cultural norms and those of SAE</li> <li>relies heavily on EAL/D support, if available, and home language speakers to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>uses home language/understandings of speaking purposes and transfers this knowledge to SAE contexts</li> <li>generally speaks slowly with varying accuracy in pronunciation depending on language background</li> <li>engages in very familiar interactions and routines but dependent on repetition, rephrasing and slow, careful speech, in a simple way</li> <li>begins to use a small selection of high-frequency personally relevant nouns, verbs and adjectives as single words or in simple formulaic phrases</li> <li>understands there is a logical sequence of ideas when speaking</li> <li>builds on social language by using the simplest everyday language (eg greetings and farewells, introductions, saying 'please', 'thank you', 'sorry') if these are familiar cultural practices</li> <li>uses single words, gestures and memorised chunks of high frequency words and formulaic phrases (eg 'Hello. My name is...') to communicate and express immediate needs</li> <li>practises SAE by imitating, memorising and repetition</li> <li>may use other home language speakers to provide key words</li> <li>becomes aware of some class SAE speaking conventions such as putting hands up, taking turns.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>observes and listens to modelled reading of short, simple texts and attempts to participate in shared whole-of-class reading activities</li> <li>finds some key words in simple texts</li> <li>recognises and names the letters of the alphabet and begins to link letters to sounds</li> <li>reads a few familiar words and phrases (eg classroom objects) but relies on pictures or graphics to aid understanding</li> <li>recognises and interprets some common signs (eg 'EXIT', 'No smoking') and some subject-specific symbols (eg mathematical functions)</li> <li>understands the basic conventions of print in SAE (eg orientation is left to right/top to bottom)</li> <li>recognises the different contexts in which reading and viewing can occur</li> <li>uses reading and viewing knowledge and skills in the home language to assist with reading and viewing in SAE</li> <li>relies heavily on teacher modelling and scaffolding of reading and viewing activities</li> <li>uses a picture dictionary and a bilingual dictionary to check meaning and to build vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>possesses limited vocabulary but begins to develop vocabulary from concrete classroom experiences</li> <li>knows the relevant letters and corresponding sounds of significant words</li> <li>possesses limited grammatical accuracy</li> <li>writes very familiar words (eg their name, country of origin, everyday objects)</li> <li>writes simple phrases and sentences about themselves, where they live and what they do (eg 'My name is...') with support</li> <li>starts to use basic punctuation (eg capital letters, full stops)</li> <li>makes some sense of the SAE script and classroom writing conventions (left to right/top to bottom) and how these differ from the home language</li> <li>follows and copies teacher modelling for text layout, shows some awareness of sentence structure</li> <li>copies and experiments with:             <ul style="list-style-type: none"> <li>nouns for people, places and things</li> <li>simple present verbs</li> <li>common adjectives.</li> </ul> </li> </ul>

Level 2

The student participates in predictable, face-to-face interactions, has sufficient vocabulary to express basic communicative needs, understands and participates in very short, simple spoken exchanges on familiar topics, comprehends and responds to short, very simple texts in SAE, writes a series of simple phrases and sentences, continues to rely on EAL/D support and the use of home language to access language demands of the curriculum

Listening	Speaking
<ul style="list-style-type: none"> <li>understands and responds to a small range of formulaic phrases and familiar expressions related to immediate personal and school needs, though may need repetition or rephrasing</li> <li>understands and follows simple instructions and listens for specific details in controlled, modelled listening tasks</li> <li>distinguishes most common SAE sounds, but may have difficulty hearing those not present in home language</li> <li>begins to distinguish a few SAE intonation patterns (eg for questions)</li> <li>understands simple vocabulary and oral language structures (eg order of nouns, adjectives, verbs and basic sequential conjunctions such as first, last)</li> <li>responds appropriately with non-verbal gestures (eg smiling, nodding)</li> <li>recognises that some words, gestures or intonations may be inappropriate in certain contexts</li> <li>uses visual/non-verbal cues to aid comprehension</li> <li>demonstrates SAE listening behaviours (eg not interrupting, taking a turn)</li> <li>may use other home language speakers to interpret or elaborate</li> <li>may ask for repetition and clarification when not understanding a discussion or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>begins to use simple oral structures and greet, express needs, enquire and produce basic oral descriptions and recounts</li> <li>uses familiar repetitive phrases and memorised chunks of SAE speech</li> <li>has sufficient SAE vocabulary for expressing basic communication needs but speaking may be fragmented (eg 'I go toilets')</li> <li>often relies on gestures when speaking</li> <li>uses some simple SAE grammatical structures correctly when speaking (eg present/past simple, present continuous, 'I go to school', 'I am studying'.)</li> <li>indicates past, present and future tenses through explicit time references (eg yesterday, tomorrow) and links words with simple conjunctions (eg and, but)</li> <li>pronounces words clearly enough for understanding but may have difficulty with sounds not present in the home language and continues to need time to practise SAE pronunciation</li> <li>may ask for help, repetition and for clarification</li> <li>begins to understand that some words/phrases are inappropriate in certain contexts.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>with support, reads and understands short, simple texts containing familiar vocabulary and formulaic phrases and begins to make predictions</li> <li>participates in shared reading activities and matches simple sentences or captions to illustrations and diagrams, answers 5W questions</li> <li>applies basic sound/letter relationships to decode simple SAE words</li> <li>recognises that texts have a structure (eg a beginning, middle and end)</li> <li>identifies the basic organisational features of written texts (eg can point out the title, a sentence and a paragraph)</li> <li>understands that reading may have different purposes (eg reading a story, viewing an atlas)</li> <li>knows the difference between fiction and non-fiction</li> <li>uses graphics or visuals to help negotiate a text</li> <li>asks others or uses a bilingual dictionary or English learner's dictionary to check meaning of new words</li> <li>interprets some expressions and gestures of characters in visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>writes very short, simple texts related to personal and school contexts with support and scaffolding</li> <li>possesses a simple range of vocabulary and memorised phrases and spells some familiar, common words</li> <li>develops some familiarity with simple vocabulary related to learning area</li> <li>writes SAE words by applying simple sound/letter relationships</li> <li>uses basic grammatical features with varying accuracy</li> <li>uses basic punctuation, with varying consistency (eg capital letters, full stops, question marks)</li> <li>uses simple cohesive devices between sentences (eg and, because)</li> <li>shows a simple progressive structure (eg a beginning, a middle and an end)</li> <li>understands that paragraphs are a key organisational feature of SAE written texts</li> <li>demonstrates some awareness of cultural differences exhibited in the home language and texts written in SAE</li> <li>begins to use an English learner's dictionary, with limited effectiveness</li> <li>begins to edit for sentence starters, capitals and full stops with support.</li> </ul>

**Level 3**

**The student uses simple common expressions and some full sentences, gains essential information from short, simple spoken texts in familiar contexts, comprehends and responds to a small range of short, simple texts, writes short, linked sentences in a number of basic text types.**

Listening	Speaking
<ul style="list-style-type: none"> <li>comprehends open-ended questions on familiar topics with same inference</li> <li>identifies and reproduces most SAE sounds, stress and intonation patterns in contexts</li> <li>is able to follow simple texts on familiar topics at regular pace</li> <li>follows small group interactions and informal discussions with support</li> <li>understands key words and some simple, technical vocabulary across learning areas</li> <li>understands simple word order patterns in familiar contexts</li> <li>demonstrates appropriate listening behaviours (eg attending to the speaker, nodding)</li> <li>understands and responds to simple humour in SAE</li> <li>relies on home language for clarification of meaning</li> <li>begins to seek repetition and starts to use a growing bank of vocabulary and modelled grammar to engage more actively in listening</li> <li>begins to code-switch listening behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>participates in brief contextualised, face-to-face exchanges and oral activities on familiar or personal topics at school and in the community (eg retells a simple story, explains a procedure)</li> <li>has a growing awareness of audience and purpose in SAE spoken contexts</li> <li>develops growing vocabulary on familiar topics (eg family, hobbies, sport, study)</li> <li>uses simple conjunctions (eg and, because) and time connectives (eg then, after that) to link ideas when speaking</li> <li>uses full sentences with basic stress, intonation and word order relying on gestures for support</li> <li>has increasingly comprehensible pronunciation, appropriate rhythm and intonation in familiar and rehearsed activities with varying degree of accuracy</li> <li>expresses simple humour and opinions and describes feelings in simple terms</li> <li>may ask another home language speaker for translation of specific words</li> <li>begins to code-switch according to context</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>reads independently and understands simple and short written and visual texts (eg a procedure, simple report) on familiar topics</li> <li>demonstrates understanding of the literal and some inferential meaning of simple texts</li> <li>correctly interprets simple task instructions and demands (eg answering multiple choice questions, underlining the word)</li> <li>interprets simple charts, illustrations, diagrams with support</li> <li>uses key words to get the idea of short texts</li> <li>predicts simple cause and effect, plot development in written and visual texts</li> <li>uses simple text structure and organisational features to locate information (eg title, highlighted or italicised words and graphics)</li> <li>continues to apply simple SAE sound/letter relationships to decode new words, including some knowledge of word families and affixes</li> <li>reads high-interest content vocabulary in context but still relies on visual support to make meaning</li> <li>distinguishes between written and spoken words</li> <li>is aware of a variety of SAE written and visual texts in social and academic life (eg emails, text messages, information texts, novels) and that they are written for different purposes and audiences</li> <li>effectively uses an English learner’s dictionary and may use a bilingual dictionary to confirm understanding.</li> </ul>	<ul style="list-style-type: none"> <li>writes short, simple texts about topics of personal interest, with some accuracy, with support and scaffolding</li> <li>initiates own writing with an emerging awareness of audience and purpose using common text types</li> <li>begins to organise ideas into paragraphs</li> <li>recognises some differences between text layout and content in SAE and home language</li> <li>demonstrates knowledge of SAE sound/letter relationships and common sight words</li> <li>possesses basic grammatical accuracy</li> <li>uses simple punctuation correctly most of the time, including capital letters, full stops and commas, applies quotation marks for dialogue with increasing accuracy</li> <li>uses simple cohesive devices (eg because, but, then, next) to link ideas in sentences and paragraphs</li> <li>plans before writing by discussing and brainstorming ideas</li> <li>writes a first draft, reflects on their writing and independently corrects some spelling and punctuation and uses a dictionary to supply unknown words</li> <li>continues to access home language support, when available</li> <li>uses common vocabulary, some explicitly taught subject-specific words and specialised vocabulary of personal significance.</li> </ul>

Level 4

The student participates in, and maintains expanded interactions, understands careful, well-articulated longer speech on familiar topics, comprehends and responds to a range of well-structured texts on familiar topics, writes straightforward texts using a basic range of text types.

Listening	Speaking
<ul style="list-style-type: none"> <li>understands factual and some inferential information and follows conversations and instructions involving familiar everyday social and academic situations</li> <li>extracts information from longer clearly enunciated spoken texts in familiar contexts, identifying the topic of conversation and deducing the main ideas</li> <li>responds appropriately to questions, statements and negations (eg 'Do you..?', 'What is...?', 'You shouldn't...')</li> <li>distinguishes SAE sounds and responds to stress and intonation and volume</li> <li>understands a wider range of vocabulary across different learning areas</li> <li>understands and responds appropriately to a wider range of language structures</li> <li>differentiates between informal and formal registers</li> <li>responds appropriately in different listening contexts (eg listening to a speaker, participating in a class discussion)</li> <li>uses a range of simple strategies (eg taking notes) to improve language processing</li> <li>responds to humour in SAE</li> <li>begins to understand some common colloquialisms and idioms (eg 'Pull your socks up'), if taught explicitly</li> <li>asks for definitions of words, repetition and paraphrasing to assist comprehension, especially in more academic interactions</li> <li>is able to keep pace with regular speech</li> <li>further develops understandings of how listening behaviours differ between SAE and home language.</li> </ul>	<ul style="list-style-type: none"> <li>participates in a range of informal and some formal oral activities and contributes personal opinion on familiar topics</li> <li>gives a prepared presentation on a familiar topic in which the main points are explained with reasonable precision, and can answer straightforward follow-up questions</li> <li>has a wide range of vocabulary in areas of frequent use, relying on support in unfamiliar academic contexts</li> <li>chooses vocabulary appropriate to context, purposes and audience and further develops code-switching skills</li> <li>is aware of how social interaction may be different between their own culture and that of general SAE speaking conventions</li> <li>uses compound sentences when speaking (eg 'On Saturday, I went shopping and bought some new shoes and then I went to my friend's house'.)</li> <li>uses the past tense (eg went, bought, watched) consistently</li> <li>uses some cohesive devices (eg but, because, these) to link ideas when speaking</li> <li>has growing control of pronunciation, stress and intonation</li> <li>pronounces plurals and verb endings accurately</li> <li>rephrases own speech to clarify meaning</li> <li>relies on familiar context and scaffolding to maintain longer interactions.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>reads and responds appropriately to a range of well-structured, increasingly complex, short written and visual texts on familiar topics</li> <li>recognises an increasing range of text types, identifies basic organisational features (eg chapters, paragraphs) topic sentences and cohesive devices</li> <li>uses knowledge of word families and affixes to identify new words</li> <li>continues to build on vocabulary and understanding of simple imagery, the use of similes and common idioms</li> <li>distinguishes between formal and informal writing and recognises the main purpose of familiar texts</li> <li>skims and scans to locate key words, get the general idea and recount content from simple, explicit texts</li> <li>uses an appropriate English dictionary, but may still use a bilingual dictionary to confirm understanding</li> <li>develops a greater understanding of the inferential meaning of a wider range of written and visual texts across the curriculum</li> <li>recognises irregular verbs, and a greater range of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>writes a range of detailed texts on a range of familiar topics (eg descriptions, reports, essays, letters and reviews), organising ideas clearly into cohesive paragraphs</li> <li>chooses simple layout appropriate to audience and purpose (eg an email to a friend or a job application) with some formulaic structure</li> <li>spells frequently used words correctly and uses a range of spelling strategies to spell unknown words (eg using base words, suffixes, prefixes)</li> <li>applies a growing understanding of language structures (eg subject-verb agreement) to write longer compound and some complex sentences, using a wider range of conjunctions and relative pronouns (eg so, who, which)</li> <li>uses standard punctuation with accuracy, experiments with indirect speech, exclamation marks, commas and colons, correctly uses possessive forms</li> <li>presents and supports a viewpoint from their own experience and cultural perspective</li> <li>incorporates information from other sources into their own writing</li> <li>plans and writes a first draft, reflects on their own writing and corrects and edits</li> <li>continues to use a bilingual or English dictionary to supply unknown words</li> <li>uses an increasing repertoire of subject-specific vocabulary, starts using simple figurative language</li> <li>uses different tense forms and nominalisation with some consistency.</li> </ul>

Level 5

The student initiates and maintains interactions with other SAE speakers in own areas of interest and ability, understands a growing range of personal and school interactions, comprehends and responds to a growing range of texts on familiar topics, writes about most common topics with increased accuracy.

Listening	Speaking
<ul style="list-style-type: none"> <li>follows complex interactions between people in group discussions or debates in a range of familiar contexts</li> <li>follows some everyday idioms and colloquialisms and may still find many cultural references difficult to understand</li> <li>responds to inferential questions</li> <li>identifies how intonation, volume and stress support opinion and emotion</li> <li>understands a wide range of vocabulary across learning areas and follows relative clauses and more complex text connectives</li> <li>recognises an increasing range of colloquial and idiomatic expressions (eg 'arvo', 'How are things?')</li> <li>follows subject specific texts at regular pace with support</li> <li>focuses attention before listening and makes notes to help recall spoken texts</li> <li>requests repetition or paraphrasing if speech is too rapid or culturally overloaded</li> <li>code-switches appropriately to confirm clarifying meaning.</li> </ul>	<ul style="list-style-type: none"> <li>participates in oral activities with growing confidence, including more abstract topics (eg expresses thoughts on underlying cultural themes or messages in films and books)</li> <li>gives a short, prepared presentation on a familiar topic in an area of interest, giving reasons in support of or against a particular point of view or giving the advantages and disadvantages of a topic, answering some unprepared follow-up questions</li> <li>adjusts what they say and how they express it to suit purpose, context, and audience</li> <li>has control over simple grammatical structures and variable control over complex grammar (eg nominalisation and embedded clauses)</li> <li>uses a range of cohesive devices (eg time and place markers) and verb tenses</li> <li>speaks in most social and some academic contexts with varying accuracy in pronunciation, stress, intonation and volume</li> <li>uses some colloquialisms, cultural references and humour when speaking and seeks clarification of unknown expressions</li> <li>code-switches according to purpose and context more effectively.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>reads and summarises more complex and abstract written language in different learning contexts</li> <li>identifies organisational and grammatical features</li> <li>draws inferences from familiar written and visual texts with support</li> <li>recognises various text types, identifies cohesive devices and uses knowledge of grammatical features to decode complex sentences</li> <li>expands on specialised and technical vocabulary across learning areas and understands more complex idioms</li> <li>decodes more complex vocabulary using known spelling patterns (eg affixes) and contextual clues to make meaning from challenging vocabulary</li> <li>identifies common stereotypes in texts (eg villains/heroes, traditional gender roles)</li> <li>skims and scans to locate information or get the general idea of texts quickly</li> <li>can transfer information from a text to another format (eg diagram, flow chart, graph)</li> <li>develops some awareness of non-familiar cultural perspectives</li> <li>uses an English dictionary with confidence to check understanding (uses a bilingual dictionary to a lesser degree, for very unusual or unfamiliar words).</li> </ul>	<ul style="list-style-type: none"> <li>writes in more detail and with growing accuracy across most text types (eg persuasive texts, science report, poetry)</li> <li>spells familiar words accurately and uses a range of spelling strategies to spell more complex words</li> <li>demonstrates varying control over correct tense throughout an extended text</li> <li>uses a range of punctuation accurately and to good effect (eg apostrophes, quotation marks)</li> <li>uses an increasing variety of cohesive devices (eg however, as a result) between sentences and across paragraphs, with accuracy</li> <li>chooses familiar layout and subject-specific vocabulary appropriate to audience and purpose (eg a formal report with headings and graphics)</li> <li>experiments with figurative language (eg simile, metaphor and symbolism)</li> <li>plans extended writing using appropriate note-making frameworks, edits own work following teacher's feedback</li> <li>applies referencing conventions appropriately depending on the text type</li> <li>uses an English dictionary/thesaurus to supply unknown words and synonyms</li> <li>writes with awareness of the differences in register between home language and SAE.</li> </ul>



Level 6

The student participates easily and effectively in interactions with SAE speakers, follows a range of personal and school interactions in familiar and some unfamiliar contexts, comprehends and responds to a variety of extended texts, writes clear, detailed texts using relevant conventions.

Listening	Speaking
<ul style="list-style-type: none"> <li>understands the content and language of complex interactions including hypothetical and inferential questions</li> <li>follows extended speech on chosen subjects or areas of interest</li> <li>understands a wider range of colloquialisms and idioms</li> <li>keeps up with animated discussion, accurately identifying arguments and different points of view and can infer speakers' intentions and bias with support</li> <li>interprets how intonation, volume and stress affect interpretation of meaning and feelings</li> <li>uses a variety of strategies to achieve comprehension, including listening for main points</li> <li>asks specific clarifying questions when participating in complex listening tasks, especially if speech is rapid and extended</li> <li>is able to follow subject specific texts at regular pace</li> <li>checks accuracy and completeness of information by questioning or comparing with others or with other sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>displays greater control over simple and complex grammatical structures (eg embedded clauses, nominalisation, modality)</li> <li>engages independently in more complex discussions/debates and interviews with confidence and speech variation, uses humour and makes comparisons</li> <li>clearly and accurately expresses their own ideas and opinions</li> <li>initiates conversations, takes turns</li> <li>plans talks using own notes and presentation, able to emphasise significant points and provide details, answers follow-up questions with a degree of fluency and spontaneity, evaluates own performance against given criteria</li> <li>adapts and modifies language across a range of registers appropriate to the context and audience</li> <li>expands and consolidates on a broader range of technical words and some figurative language in context with more accuracy and fluency</li> <li>uses a variety of cohesive devices efficiently to mark relationships between ideas clearly (eg however, although, unless)</li> <li>demonstrates fluency in pronunciation, stress and intonation, accent when speaking does not impede meaning</li> <li>rephrases to assist listeners' comprehension.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>develops ability to compare and discuss different cultural perspectives in texts</li> <li>recognises persuasive techniques in visual texts, such as in advertising and in propaganda</li> <li>comprehends longer and more complex texts</li> <li>analyses information gained from written and visual texts, makes text comparisons (eg recalls, discusses and summarises main ideas)</li> <li>understands a wide range of vocabulary including complex, technical language and figurative language</li> <li>understands and discusses formal and informal registers</li> <li>infers the purpose, audience and context of a variety of texts through type of language and visual media convention uses</li> <li>understands humour in written and visual texts and how it is used to achieve an effect</li> <li>uses an appropriate dictionary to obtain more precise meanings</li> <li>may ask for clarification of unfamiliar technical terms</li> <li>answers higher-level literal, inferential and evaluative questions.</li> </ul>	<ul style="list-style-type: none"> <li>expresses personal views in structured and detailed texts about complex topics for a range of audiences, across text types</li> <li>spells most words accurately and expands formal register</li> <li>displays greater control over a range of grammatical features, uses direct and indirect speech and a variety of cohesive devices accurately</li> <li>uses a wide range of vocabulary and literary devices for audience and purpose with few errors</li> <li>uses punctuation to support meaning in complex texts</li> <li>chooses appropriate text layout according to audience and purpose</li> <li>makes detailed notes and references accurately</li> <li>monitors their own writing for relevance or ideas and proofreads for grammatical accuracy</li> <li>uses a dictionary or thesaurus to select appropriate words and to check meanings</li> <li>understands the differences in register between SAE and home language</li> <li>displays greater control over simple and complex grammatical structures (eg embedded clauses, nominalisation, modality consistency in tense).</li> </ul>

Level 7

The student speaks fluently and spontaneously on a range of topics, understands a wide range of spoken texts, comprehends and responds to a wide range of texts produced for a variety of purposes and audiences, writes clear, well-structured texts with growing control over sophisticated language features.

Listening	Speaking
<ul style="list-style-type: none"> <li>understands complex interactions including talks, discussions and lectures on abstract and unfamiliar topics</li> <li>is able to follow changes in register with confidence</li> <li>identifies and interprets a broad range of stress and intonation patterns used to achieve specific effects in a wide range of oral texts</li> <li>follows the passive voice (eg 'The logs were chopped up.'), conditionals (eg 'The grasses should grow after the rain'.) and use of abstract nominalised nouns (eg fertilisation, cultivation)</li> <li>identifies a range of cultural values or beliefs underlying spoken texts and infers attitude, mood and intentions</li> <li>understands a broad range of vocabulary in different contexts</li> <li>recognises a wide range of idiomatic and colloquial expressions</li> <li>assesses information gained from spoken information for relevance, accuracy and completeness</li> <li>takes accurate, detailed notes and concentrates on improving their listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>speaks fluently and effectively for personal, social and academic purposes</li> <li>gives a clear, well-structured presentation on complex subjects, expanding and supporting points of view with relevant reasoning and examples, handles follow-up questions and interjections well, responding spontaneously</li> <li>uses language flexibly and effectively, applying changes or sustaining of register for social purposes</li> <li>maintains a high degree of grammatical accuracy (eg uses more complex tenses) self-correcting errors when they occur</li> <li>has good control of conjunctions, reference items and other cohesive devices</li> <li>uses variation in tone, volume, pacing and emphasis accurately</li> <li>may speak with a residual home language accent, but fully comprehensible to listeners</li> <li>has a good command of a range of idiomatic and colloquial expressions and uses humour effectively</li> <li>consolidates and continues to expand technical language and repertoire, uses more sophisticated language for humour, discerns opinion and fact</li> <li>code-switches effectively between SAE and home language.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>reads and interprets a wide variety of lengthy, complex written and visual texts and discusses their different interpretations</li> <li>infers meanings, connects ideas, engages with complex texts, responds to humour and common sociocultural references, including irony and sarcasm</li> <li>understands an extensive range of vocabulary and technical terms across learning areas and contexts</li> <li>comprehends a large range of linguistic structures, dense phrases and embedded clauses</li> <li>recognises persuasive and figurative language designed to manipulate the reader/viewer</li> <li>quickly identifies the content and relevance of texts to their purpose</li> <li>uses dictionaries, glossaries and thesauri to check variations of meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>confidently writes a range of both fiction and non-fiction text types, using inference and figurative language</li> <li>sustains appropriate register for a particular text type, expresses perspective and opinion</li> <li>has control of spelling for a range of purposes and spells unknown words with same accuracy</li> <li>has control over a range of grammatical features and punctuation and writes complex sentences with facility, using humour and irony</li> <li>organises texts using a wide range of cohesive devices appropriately and accurately, to compare and contrast, offer counter arguments, to relate cause and effect (eg on the other hand, however, therefore, as a result)</li> <li>edits at whole-text level for cohesion, precision and clarity, appropriate use of vocabulary and grammatical errors</li> <li>references sources correctly</li> <li>draws on own culture and past learning to enhance writing</li> <li>uses more subject-specific technical vocabulary, idioms and colloquialisms.</li> </ul>

**Level 8**

**The student converses with facility, producing clear well-structured speech, understands all spoken texts relating to personal, general and academic needs, comprehends a full range of complex, factual and literary texts, writes complex texts, choosing an appropriate style for purpose and audience.**

Listening	Speaking
<ul style="list-style-type: none"> <li>follows extended speech on abstract and complex topics with ease</li> <li>extracts and summarises information from different sources, reconstructs arguments and sequences ideas and interprets the content of complex oral texts by recalling information accurately</li> <li>demonstrates awareness of varied registers, purposes and contexts</li> <li>identifies and interprets a comprehensive range of stress and intonation patterns to achieve specific effects in a wide range of contexts</li> <li>understands a comprehensive range of vocabulary, able to follow interactions using a high degree of technical terminology and embedded clauses</li> <li>understands conditionals and the passive voice</li> <li>comprehends most idiomatic expressions, imagery, humour and cultural references specific to SAE contexts</li> <li>evaluates quality and validity of information from spoken texts</li> <li>identifies implied meaning from spoken language (eg innuendo) and infers a speaker's intentions from verbal and non-verbal cues and subtle use of tone and word stress</li> <li>interprets a range of unfamiliar cultural references in general discourse.</li> </ul>	<ul style="list-style-type: none"> <li>produces well-structured speech for specific purpose and context, using appropriate register</li> <li>contributes to complex interactions in group discussions, even on abstract, unfamiliar subjects and engages in formal group discussions on complex issues, putting forward and articulating persuasive arguments</li> <li>confidently gives presentations and handles follow-up questions on complex topics to audiences unfamiliar with the topic, structures and adapts the talk, using formal conventions, to suit the audience</li> <li>has a comprehensive range and reliable mastery of vocabulary to formulate thoughts precisely and differentiates and eliminates ambiguity</li> <li>maintains consistent grammatical control of complex language (eg monitoring audience reactions)</li> <li>uses intonation, tone, pace, volume and emphasis accurately and appropriately</li> <li>speaks fluently and clearly, possibly with an accent but that does not impede comprehension</li> <li>mediates effectively between speakers of SAE and those in their own community, taking account of sociocultural and sociolinguistic differences</li> <li>has control of a wide range of idiomatic expressions and colloquialisms as well as formal language</li> <li>code switches appropriately and fluently.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>understands and interprets a wide range of written and visual texts encountered in their personal, social, and academic life, including abstract, structurally complex academic writing</li> <li>comprehends subtle humour and sophisticated figurative language and sociocultural references</li> <li>understands a comprehensive range of vocabulary, including abstract and technical nominalisations, at the level of mainstream peers</li> <li>comprehends a broad range of complex linguistic structures and dense phrases such as idioms</li> <li>recognises how written and visual texts construct gender, race and class stereotypes, show bias or exhibit prejudice and offers alternatives</li> <li>defines the purpose of the information being researched, evaluates texts for relevance and critically assesses knowledge gained from reading and viewing</li> <li>continues to use dictionaries, glossaries and thesauri to check variations of meaning of unfamiliar words and to increase vocabulary</li> <li>makes reference to author's manipulation of text-type and grammatical structure to suit a range of purposes</li> <li>competently expresses opinions, makes inferences and draws comparisons across texts with critical analysis of viewpoints and key concepts represented in a wide range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>writes independently well-staged, extensive cohesive texts, across the curriculum with sophistication</li> <li>reflects critically on features of own writing and formulates ideas precisely to present a sound argument and offer solutions</li> <li>spells unusual and technical words accurately</li> <li>consistently uses a wide range of grammatical structures to make meaning more precise</li> <li>uses complex punctuation accurately and effectively to suit purpose and audience</li> <li>organises complex texts using a wide range of cohesive devices appropriately and accurately, including a range of conjunctions (eg subsequently) and references items (eg such)</li> <li>chooses an appropriate and logical structure and uses generic conventions of text type creatively</li> <li>uses a wide range of resources to research information</li> <li>critically analyses resources for validity, incorporates quotes, and references all sources accurately</li> <li>consistently plans and drafts writing tasks, checking and redrafting as necessary</li> <li>reflects on home language to enhance writing in SAE</li> <li>employs a wide-ranging and appropriate lexical resource, including non-literal and idiomatic expressions.</li> </ul>



	Beginning levels		Emerging levels		Developing levels		Consolidating levels		
	1a	1b	2	3	4	5	6	7	8
General statement	<p><b>The student</b> is new to listening in SAE, may be unfamiliar with appropriate SAE listening behaviours in the classroom, understands a few common SAE words and phrases, requires more time to complete listening tasks, relies heavily on teacher and bilingual support.</p>	<p><b>The student</b> follows slow, carefully articulated speech, joins in some simple oral activities, responds to non-verbal cues that match the home culture, understands a few SAE words and phrases, imitates others, relies heavily on gestures and visual support.</p>	<p><b>The student</b> understands and participates in very short, simple spoken exchanges on familiar topics, begins to distinguish a few SAE intonation patterns, responds to simple vocabulary and oral language structures, uses repetition, may ask for help from others.</p>	<p><b>The student</b> gains essential information from short, simple spoken texts in familiar contexts, identifies and responds to social cues and intonation patterns, follows some linguistic features of school-based oral text types, asks for help and repetition when necessary.</p>	<p><b>The student</b> understands careful, well-articulated, longer speech on familiar topics, recognises the purposes and audiences of oral texts, begins to understand context-reduced spoken texts including some common colloquialisms and idioms, asks for repetition and paraphrasing to understand details.</p>	<p><b>The student</b> understands a growing range of personal and school interactions centred around familiar contexts, identifies some interpersonal, expressive and cultural aspects of spoken SAE, develops an understanding of a range of registers and key linguistic features in oral texts, asks for clarification and extra time for complex listening tasks.</p>	<p><b>The student</b> understands and participates with increasing confidence in a range of personal and school interactions in familiar and some unfamiliar contexts, is able to follow quite complex discourse on familiar topics, can make some inferences using oral cues, makes notes to help recall spoken texts.</p>	<p><b>The student</b> understands a wide range of spoken texts relating to their personal, general and academic needs, interacting with SAE speakers readily and easily understanding that a range of English dialects co-exist, follows the details of complex discourse on familiar and unfamiliar topics, monitors spoken language for relevance and accuracy.</p>	<p><b>The student</b> comprehends complex spoken texts across a wide range of purposes and contexts, responds appropriately and with competence, interprets a range of unfamiliar cultural references in general discourse and comprehends most high-frequency idiomatic language, colloquialisms and cultural nuances.</p>
Intercultural understandings	<p>uses own world view to interpret the new SAE language and culture.</p>	<p>becomes aware of differences between own cultural norms and those of SAE when listening.</p>	<p>recognises common SAE listening practices and increasingly uses appropriate SAE gestures.</p>	<p>attends to and responds appropriately to the speaker in familiar context, understands and responds to simple humour in SAE, begins to code-switch appropriately between SAE and home language.</p>	<p>responds appropriately in different listening contexts, reacts to humour in SAE and begins to understand some common colloquialisms and idioms.</p>	<p>follows everyday idioms and colloquialisms but may still find many cultural references difficult to understand, code-switches appropriately to confirm or clarify meaning.</p>	<p>with support, can infer the intentions of the speaker and identify simple examples of bias in speech and is developing a wider understanding of colloquialisms and idioms.</p>	<p>identifies some cultural values or beliefs underlying spoken texts and infers attitude, mood and intentions, code switches effectively.</p>	<p>comprehends most colloquial and idiomatic expressions, humour and cultural references specific to a SAE context, code-switches effectively and fluently.</p>
Comprehension	<p>begins to understand a few isolated SAE words and phrases and simple instructions.</p>	<p>understands a few SAE words, phrases, familiar formulaic expressions and simple instructions.</p>	<p>understands some familiar statements or formulaic phrases and questions, understands simple vocabulary and oral language structures.</p>	<p>comprehends open-ended questions on familiar topics with some inference, understands key words and simple, technical vocabulary, simple word order patterns and short combinations of sentences in familiar contexts.</p>	<p>responds to literal questions on unfamiliar topics and some inferential questions on familiar topics, understands a range of vocabulary across different learning areas, responds appropriately to questions and negations.</p>	<p>responds to inferential questions, understands a growing range of vocabulary in most subject areas and follows relative clauses and more complex text connectives.</p>	<p>understands hypothetical and inferential questions, demonstrates listening for important information by asking specific questions, understands complex discourse with a wide range of general and specialist/technical vocabulary.</p>	<p>summarises main ideas taking detailed notes and reflecting on accuracy and relevance of information, understands a broad range of vocabulary in different contexts and follows the passive voice, conditionals and use of abstract nominalised nouns.</p>	<p>listens effectively to a wide range of academic texts, using understanding of text structure, technical terminology and use of literary devices.</p>
Pronunciation, stress and intonation	<p>identifies some common SAE sound units such as the initial consonant sounds.</p>	<p>identifies some sound units in SAE and responds to changes in tone of voice and intonation.</p>	<p>distinguishes most common SAE sounds, but may have difficulty with those not present in their home language, begins to distinguish a few intonation patterns.</p>	<p>identifies and reproduces most SAE sounds, stress and intonation patterns, is able to follow simple texts on familiar topics at regular pace.</p>	<p>distinguishes SAE sounds and consistently responds to stress, intonation and volume, and understands that they are used for different effects, is able to keep pace with regular speech.</p>	<p>shows awareness of mispronunciation and interprets meaning and feelings from intonation, volume and stress. is able to follow subject specific texts at regular pace with support.</p>	<p>identifies when intonation, volume and stress support and convey meaning and emphasise opinion and emotion.</p>	<p>identifies and interprets a broad range of stress and intonation patterns used to achieve specific effects, in a wide range of oral texts.</p>	<p>infers speaker's attitudes and intentions from verbal and non-verbal cues and subtle use of tone and word stress.</p>
Additional language acquisition skills	<p>relies on gesture, contextual and visual cues, clear speech of limited text density and additional processing time, continues to actively engage in listening skills in home language.</p>	<p>relies on gesture, contextual and visual cues, clear speech of limited text density and additional processing time, uses current home language and listening skills to translate into SAE.</p>	<p>uses visual/non-verbal cues and learnt language to aid comprehension, asks for clarification when not understanding a conversation, requires assistance from teachers, peers and home language speakers.</p>	<p>begins to seek repetition and start to use a growing bank of vocabulary and modelled grammar to engage more actively in listening.</p>	<p>is able to request repetition, paraphrasing and definitions of words to assist comprehension, with continued EAL/D support, uses a range of simple strategies to improve language processing</p>	<p>uses a variety of strategies to achieve comprehension, including listening for main points.</p>	<p>assesses own information needs before listening and makes notes to help recall spoken texts.</p>	<p>monitors own listening in SAE for relevance and accuracy, links ideas across texts and between SAE and home language and actively addresses misunderstandings.</p>	<p>demonstrates awareness of varied registers, purposes, contexts and humour, identifies and meets own information needs through taking of clear, detailed notes, checking for accuracy and summarising correctly.</p>

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	The student is new to speaking in SAE, may be unfamiliar with SAE social conventions, produces simple, mainly isolated, words and phrases, learns how to use appropriate non-verbal gestures, requires intensive one-to-one or small group teaching.	The student produces short, isolated, formulaic expressions, interacting in a simple way, uses the simplest everyday language and non-verbal gestures, correctly pronounces a few learned words, pauses to search for expression, uses the home language, practises by imitating, memorising and repetition.	The student participates in predictable, face-to-face interactions, uses simple forms of address, relying on gestures for more complex meaning, has sufficient vocabulary to express basic communicative needs using simple connectors, pronounces words clearly enough for understanding, asks for SAE words and phrases, practises pronunciation.	The student participates in face-to-face interactions, uses simple common expressions and full sentences with the use of gestures, has sufficient vocabulary to express themselves on a variety of topics using simple cohesive devices, uses vocabulary learned from reading/listening when speaking.	The student participates in, and maintains expanded interactions, has sufficient range of vocabulary to describe some unpredictable situations using some cohesive devices to link ideas, uses compound sentences when speaking, uses a range of strategies to clarify meaning.	The student initiates and maintains interactions with other SAE speakers in own areas of interest and ability, adapts and modifies language across a range of registers, has an increasing range of vocabulary relating to areas of interest using a range of cohesive devices to link ideas, may seek clarification of unknown cultural references.	The student participates easily and effectively in interactions with SAE-speaking peers, has a broad range of vocabulary, uses a variety of cohesive devices to relate ideas, uses common idiomatic and colloquial expressions and contrasts these with more formal language appropriately, rephrases to assist listeners' comprehension.	The student speaks fluently and spontaneously on a range of topics, has good control of a wide range of registers, and idiomatic and colloquial expressions, uses a broad range of language across varying contexts, including a range of language features and organisation structures, uses effective strategies to aid communication.	The student readily understands and participates in all spoken texts relating to personal, general and academic needs, draws on knowledge of SAE language structures and features to convey intentions, uses complex language accurately, evaluates quality and validity of information from spoken texts.
Intercultural understandings	draws on knowledge of home language and culture and begins to understand some differences in how communication occurs across cultures.	establishes basic social contact based on beginning SAE language and cultural knowledge.	uses simple everyday greetings and begins to understand that some words/phrases are inappropriate in certain contexts.	demonstrates greater familiarity and confidence in using simple SAE communication at school and in the community.	is aware of how social interaction may be different between their own culture and that of general SAE speaking conventions, begins to adopt speaking behaviours appropriate to context.	uses SAE conventions for different speaking contexts and uses some colloquialisms, cultural references and humour.	adapts and modifies language across a range of registers for different audiences and uses a range of idiomatic and colloquial expressions.	discusses how texts can be interpreted differently in different cultures, sustains appropriate register and has good command of a range of idiomatic and colloquial expressions.	mediates effectively between speakers of SAE and speakers in their own community, code-switches appropriately and has control of a wide range of idiomatic expressions, colloquialisms and register.
Linguistic features and structures	produces simple, mainly isolated, words and phrases.	begins to use single words, gestures and memorised chunks of high-frequency words and formulaic phrases, repeats words and phrases with some accuracy.	begins to use simple oral structures to greet, express needs, enquire and produce basic oral descriptions and recounts, uses familiar repetitive phrases and memorised chunks of SAE speech.	engages in brief exchanges with familiar formulaic phrases, retells a simple story or explains a procedure using SAE formulas.	participates in a range of informal and some formal oral activities and contributes personal opinion on familiar topics.	has control over simple grammatical structures and variable control over complex grammar, participates in oral activities with growing confidence including more abstract topics.	engages independently in more complex discussions, debates and interviews, uses speech variation with confidence and makes comparisons, displays greater control over simple and complex grammatical structures.	speaks with fluency and accuracy, making language choices to express more complex ideas and opinions on a broader range of topics, accurately, uses complex tenses.	maintains consistent grammatical control of complex language, produces well-structured speech for appropriate purpose and context, engages in formal group discussions on complex issues and justifies point of view.
Vocabulary	develops basic SAE vocabulary consisting of single words and simple formulaic phrases.	begins to use a small selection of high-frequency personally relevant nouns, verbs and adjectives as single words or in simple formulaic phrases.	consolidates and builds on a repertoire of high-frequency vocabulary on familiar subjects, has sufficient vocabulary for expressing basic needs.	uses an emerging bank of general vocabulary for everyday and learning contexts to express ideas on a variety of familiar topics.	has a wide range of vocabulary in areas of frequent use, relying on support in unfamiliar, academic contexts, chooses vocabulary for different purposes and audiences.	develops a range of year-level appropriate technical and simple figurative language in context.	expands and consolidates on a broader range of technical words and simple figurative language in context with more accuracy and fluency.	consolidates and continues to expand technical language and repertoire, uses more sophisticated language for humour, discerns opinion and fact.	uses a wide-ranging and appropriate lexical resource to convey meaning, uses clear structure, well-supported ideas making rare 'native-speaker-like errors.
Pronunciation stress and intonation	begins to practise formation of SAE sounds and words.	uses a few, very familiar words and phrases with some comprehensibility, generally speaks slowly with varying accuracy in pronunciation depending on language background.	pronounces familiar words comprehensibly.	has increasingly comprehensible pronunciation, appropriate rhythm and intonation in familiar and rehearsed activities with varying degrees of accuracy.	demonstrates comprehensible pronunciation and intonation for common words, pronounces plurals and verb endings accurately.	speaks in most social and some academic contexts with varying accuracy in pronunciation, stress, intonation and volume.	demonstrates fluency in pronunciation, stress and intonation, may have an accent when speaking but it does not impede meaning.	speaks fluently alongside mainstream peers, communicates with confidence in SAE.	uses intonation, tone, volume and emphasis to produce clear, fluent speech, may still display an accent which does not impede communication.
Additional language acquisition skills	may experience a silent period while learning basic social language and adjusting to new cultural and social practices, relies on explicit language models, uses home language predominantly.	uses non-verbal gestures to communicate and express immediate needs, practises SAE by imitating, memorising and through repetition, and uses other home language speakers to provide translations.	often relies on gestures, repeats words, especially if the listener does not understand, practises saying words and phrases, and may ask for help and for clarification.	practises pronunciation, may use the home language and ask for translation of specific words from other home language speakers.	applies learned language structures and relies on familiar contexts and scaffolding to maintain longer interactions.	uses developing morphological and grammatical skills interacts, collaborates and negotiates with peers in planning projects or events.	identifies and practises ways to communicate more effectively, evaluates own use of SAE speaking conventions, behaviours and the content of speech for relevance and accuracy.	uses paraphrasing to cover gaps in vocabulary and structure, seeks advice and requests activities to enhance SAE speaking.	evaluates own language patterns and communication techniques, uses support strategies to enhance communication rather than substituting it.

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	<b>The student</b> is new to reading, attends to simple shared texts, begins to understand that print carries a message, begins to recognise a small bank of familiar words and phrases, observes and copies others, requires more time to attempt reading tasks, relies heavily on teacher and bilingual support.	<b>The student</b> recognises and understands a few familiar words or phrases, understands that print and graphics carry a message, becomes aware of the conventions of SAE texts, uses reading and viewing knowledge and skills in the home language to assist with reading and viewing in SAE, relies heavily on visual cues.	<b>The student</b> comprehends and responds to short, very simple texts in SAE, identifies the basic organisational features of written texts, knows that reading and viewing have different purposes, uses graphics or visuals to help negotiate a text.	<b>The student</b> The student comprehends and responds to a small range of short, simple written texts on familiar topics in SAE, recognises basic text organisation and features, distinguishes between the written and spoken words, may ask questions to clarify meaning during shared reading/viewing sessions.	<b>The student</b> comprehends and responds to a range of well structured, written, visual and electronic texts on familiar topics in SAE, begins to comprehend beyond the literal level, understands text organisation, begins to use a small range of strategies to support their understanding.	<b>The student</b> extends understanding, responds to a growing range of written, visual and electronic texts on familiar topics in SAE, is aware of some cultural perspectives, comprehends beyond the literal level, understands more complex text organisation and language features, uses a growing range of strategies to support their understanding.	<b>The student</b> comprehends and responds to a variety of extended familiar and unfamiliar written, visual and electronic texts in SAE, begins to analyse information, interprets complex language and technical vocabulary, selects appropriate strategies to assist their understanding.	<b>The student</b> comprehends and responds to a wide range of texts produced for a variety of purposes and audiences in SAE with growing independence, understands lengthy complex texts on more than one level, recognises persuasive and emotive language designed to manipulate the reader/viewer, chooses the most effective way to read/view texts.	<b>The student</b> independently comprehends a full range of complex, factual and literary texts, analyses, interprets and critically discusses a wide range of texts, interprets key cultural references, analyses the features of long complex texts produced for a range of purposes and audiences, critically evaluates texts for their relevance and validity.
Intercultural understandings	understands that words and images carry a meaning and thoughts can be written down and read by other people.	makes simple interpretations of familiar texts based on home language, culture and previous experiences, begins to distinguish differences in meaning between similar sentences.	makes simple interpretations of familiar texts based on home language and culture, previous experiences and beginning SAE cultural knowledge.	is aware of a variety of written texts in social and academic contexts and that they are written for different purposes and audiences.	distinguishes between different forms of writing and how these affect interpretation of texts, recognises the main purpose of simple texts.	understands how texts vary, depending on their purposes and context, identifies common stereotypes, develops some awareness of non-familiar cultural perspectives.	understands formal and informal styles of writing and develops the ability to compare and discuss different cultural perspectives in texts.	recognises sociocultural references and emotive language designed to manipulate the reader/viewer.	recognises how texts construct gender, race and class stereotypes, show bias or exhibit prejudice, explains key cultural attitudes and beliefs in texts.
Linguistic features and structures	recognises some environmental print, and attempts recognition of letters, words and pictures, responds to written and digital texts relying on teacher modelling and support.	views and listens to short simple texts and begins to respond by practising reading behaviours modelled by others.	interprets some simple formulaic texts in familiar situations, makes meaning from some common visual and digital texts, relies on explicit teacher modelling for reading behaviours and comprehension activities.	reads independently and understands short and simple written and visual texts on familiar topics, uses knowledge of simple cohesive devices, simple text structures and organisational features to locate information in texts, across a range of text types.	reads increasingly complex short texts containing familiar language and structures, follows simple time relationships and recognises cohesive devices.	recognises more abstract text types, identifies organisational and grammatical features, reads and understands some cohesive devices for linking clauses and sentences more fluently.	interacts confidently with texts and contributes to class discussions regarding content and structure, reads some complex sentences with conditionals and idioms, makes text comparisons.	reads and interprets a wide variety of lengthy and complex written and visual texts, discusses different interpretations of a text.	reads competently complex texts for social and academic purposes, makes reference to author's manipulation of text type and grammatical structure to suit a range of purposes.
Comprehension	may be in silent period, observes others and relies on visuals, translations, teacher modelling and contextual support.	uses beginning sound and word knowledge to read some short simple formulaic phrases, following teacher modelling, makes some personal connections to very familiar texts with cultural relevance.	participates and answers simple SW questions, identifies and gives simple descriptions of characters making personal connection with a text, reads and understands formulaic phrases, begins to make predictions.	demonstrates understanding of the literal and some inferential meaning of simple texts, predicts simple cause and effect, plot development in written and visual texts with modelling.	develops a greater understanding of the inferential meaning of a wider range of written and visual texts across the learning areas, begins to understand common idioms.	reads and responds to more complex texts by synthesising knowledge of text structure, word knowledge and reading analysis skills, understands more complex idioms.	comprehends longer and more complex texts, recalls, discusses and summarises main idea, answers high-level literal, inferential and evaluative questions and is familiar with figurative language.	clearly engages with complex texts, infers meanings, responds to humour, identifies a greater range of figurative language.	competently identifies and interprets key concepts represented in texts, analyses inferences and connotations, draws comparisons across texts with critical analysis of viewpoints, comprehends subtle humour and sophisticated figurative language.
Condensed conventions	begins to learn sound/symbol relationships, begins to sound out familiar words using decoding skills.	uses some letters and sounds for reading in SAE, recognises some upper and lower case letters, distinguishes between numbers and letters.	draws on beginning graphophonic skills to decode simple SAE words.	continues to develop competence in decoding strategies, develops an awareness of some visual text conventions, including knowledge of word families and affixes.	consolidates understanding of effective decoding strategies, including the ability to identify a variety of reading/viewing conventions with increasing accuracy.	decodes more complex vocabulary using known spelling patterns, affixes and suffixes to make sense of unfamiliar words.	recognises persuasive techniques in visual texts, such as in advertising and in propaganda, shows understanding of literary techniques in a variety of text types.	uses reading/viewing strategies to decode a wide range of social and academic texts effectively.	decodes complex texts from across the curriculum using their understanding of literary technique.
Vocabulary	draws on home language and develops a small bank of high frequency vocabulary using visual cues, begins to recognise single words when reading a text.	continues to build a bank of high frequency words in SAE, relying on home language to make meaning.	draws on an emerging bank of SAE high frequency reading vocabulary.	develops a growing bank of common vocabulary used frequently in areas of personal interest and school context and uses an English learner's dictionary.	continues to develop a bank of common and curriculum related vocabulary to read with more accuracy.	expands specialised and technical vocabulary across learning areas, begins to understand simple figurative language, uses a developing metalanguage.	recognises author's choice of descriptive language to imply opinion, emotion and inference, continues to build technical vocabulary, further develops metalanguage to talk about text types and organisation.	understands an extensive range of reading vocabulary and technical terms used across learning areas.	understands a comprehensive range of reading vocabulary, including abstract words at the level of mainstream peers.

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	<b>The student</b> is new to writing, copies and experiments with SAE letters, simple words and phrases, attempts SAE letter formation, directionality, spacing between words and basic punctuation, begins to recognise that messages in home language can be written down, requires more time to attempt writing tasks, relies heavily on teacher and bilingual support.	<b>The student</b> writes simple phrases and sentences related to personal contexts, uses models or formulaic patterns to support writing, begins to understand the conventions of SAE writing, recognises that writing has different purposes and a consistent meaning, translates word-for-word from home language into SAE, uses a picture dictionary.	<b>The student</b> writes a series of simple phrases and sentences, uses a simple structure and a logical sequence, links ideas with simple conjunctions, spells a few familiar words accurately, begins to use a learner's English dictionary.	<b>The student</b> writes short, linked sentences in a number of basic text types, has initial control over sentence structure, linking ideas with simple cohesive devices, spells frequently used words accurately, begins to plan and edit own work, uses a bilingual or English learner's dictionary to supply unknown words.	<b>The student</b> writes detailed texts using a basic repertoire of text types, shows understanding of the structure and function of paragraphs, develops a greater understanding of grammatical features, spells frequently used words accurately, refers to an appropriate dictionary or other home language speakers to clarify meaning.	<b>The student</b> writes about most common topics with accuracy and some detail, consolidates understanding of text types, has increasing control over grammar and language use, uses a range of cohesive devices to link ideas, uses an appropriate dictionary to increase vocabulary, edits own writing.	<b>The student</b> writes clear, detailed texts using conventions of the relevant text type, is aware of the context and audience for their writing, gains control over complex grammar using appropriate structures to organise ideas, increases vocabulary, plans for audience, monitors and proofreads own writing.	<b>The student</b> writes clear, well-structured texts, uses appropriate text type to suit context, audience and purpose, uses language effectively, has control over complex grammar with growing control over sophisticated language features, uses strategies to refine vocabulary, plans and edits own writing for effectiveness and accuracy.	<b>The student</b> independently writes clear, smoothly flowing complex texts, choosing an appropriate style for purpose and audience, uses language flexibly across a range of contexts, has control over a wide range of grammatical structures in order to organise complex texts, uses a range of strategies to assist and refine the writing process.
Intercultural understanding	begins to understand some SAE writing conventions such as directionality.	makes some sense of the SAE script and classroom writing practices and how these may differ from the home language.	is becoming aware of the differences between writing in home language and SAE.	recognises some differences between text layout and content in SAE and home language.	writes with more understanding of how cultural content and specific linguistic features differ and can be used in writing.	writes with awareness of the differences in register between home language and SAE.	develops an understanding of the difference in formal and informal register in home language and SAE.	sustains appropriate register for a particular text type, expresses perspective and opinion, draws on own culture and past learning to enhance writing.	reflects on home language to enhance SAE writing.
Vocabulary	possesses limited vocabulary and has a small bank of high frequency words.	begins to develop vocabulary from concrete classroom experiences.	possesses a simple range of vocabulary and memorised phrases, develops familiarity with simple vocabulary related to learning area.	uses common vocabulary, some explicitly taught subject-specific words, and specialised vocabulary of personal significance.	begins to select from a greater range of vocabulary for description, uses an increasing repertoire of subject-specific vocabulary, starts using simple figurative language.	experiments with selection of suitable words for text type, enhances descriptions with some sophisticated vocabulary and the use of a small range of figurative language.	uses a wide range of vocabulary appropriate for audience and purpose, with few errors.	uses year-level appropriate subject-specific, academic and technical vocabulary, common idioms and colloquialisms.	uses correct word forms, employs a wide ranging and appropriate lexical resource, including non-literal and idiomatic expressions.
Spelling	becomes familiar with the English alphabet and attempts letter formation, however letters may be inconsistently formed.	spells own name, begins to spell some familiar high-frequency words.	spells some familiar words learned in the classroom and writes words by applying simple sound/letter relationships.	spells phonetically using beginning word family knowledge, home language pronunciation and spelling structure.	spells frequently used words accurately and uses a range of spelling strategies to spell unknown words.	spells familiar words accurately and uses a range of spelling strategies to spell more complex words.	generally spells accurately and expands formal register.	spells most words accurately and is beginning to spell unusual and technical and unknown words with growing accuracy.	spells unusual and technical words with accuracy.
Linguistic features and structures	attempts to write familiar words and phrases with support.	follows and copies teacher modelling for text layout, shows beginning awareness of sentence structure and possesses limited grammatical accuracy.	participates in jointly constructed writing activities using simple text-type frameworks, uses simple cohesive devices, starts to develop an awareness of paragraphing, writes very short simple texts related to familiar contexts.	begins to organise ideas into paragraphs, initiates own writing using common text types with event sequencing and some cohesive devices to convey ideas with emerging awareness of audience, purpose and tenses.	writes a range of detailed texts with an emerging personal opinion on a range of familiar topics including descriptions, reports and essays, uses different tense forms and a growing control over cohesive devices and nominalisation.	writes in more detail across most text types, including persuasive texts and adheres to text structure more effectively, using more grammatical devices.	writes structured text, takes relevant detailed notes from oral and written texts, varies tenses and writes with personal opinion more consistently, uses nominalisation with effect.	confidently writes a range of both fiction and non-fiction text types with flexibility in structure and vocabulary, uses inference and figurative language, and a wide range of cohesive devices.	competently writes a range of coherent and well-ordered texts across the curriculum with sophistication, consistently uses appropriate register, uses a wide range of simple, compound and complex sentence structures accurately and fluently.
Punctuation	begins to recognise that capital letters and full stops show the beginning and end of sentences.	starts using capital letters and full stops.	follows models to use basic punctuation such as capital letters, full stops, commas and question marks with varying accuracy.	uses correct punctuation including capital letters, full stops and commas, applies quotation marks for dialogue with increasing accuracy.	experiments with indirect speech, correctly uses possessive forms and experiments with exclamation marks, commas and colons.	uses apostrophes and quotation marks correctly.	uses direct and indirect speech consistently and accurately.	uses punctuation accurately across all text types.	uses a wide range of complex punctuation accurately and effectively, employs accurate referencing conventions.
Editing	begins to copy words from environmental print.	is aware that writing can be read and re-read and has meaning, may be able to write in a range of text types in home language.	begins to edit for sentence starters, capitals and full stops with support.	plans before writing, takes notes but may copy, writes a first draft, corrects some spelling and punctuation and uses an English learner's dictionary to supply unknown words.	generates ideas before writing, incorporates information from a few sources, writes a first draft, corrects and edits.	uses different note making frameworks, drafts and redrafts in response to feedback, applies simple referencing conventions.	monitors own writing for relevant ideas, proofreads to check flow of ideas and grammatical accuracy, references sources accurately.	edits at whole-text level for coherence, precision and clarity, checks appropriate use of vocabulary and grammatical errors.	uses a wide range of sources to research, critically analyses sources for validity, consistently plans and drafts, checking as necessary, cites references and incorporates quotations accurately.

# Late adolescence



## Beginning

**Student is new to learning SAE, observes and becomes familiar with SAE and the Australian schooling context.**

### At this level teachers should

- provide highly focused and meaningful learning activities, appropriate to age and interest level
- provide purpose and relevance of learning activities for students
- encourage students to draw on home language, cultural background and social knowledge to make meaning
- create a supportive and non-threatening environment which allows students to become familiar with the school, classroom and community environment
- provide positive and constructive feedback to encourage students to experiment with language
- model different texts and genres and explicitly teach target language, structures and features
- scaffold the learner's development of understandings about the topic, text and cultural understandings through strategic questioning
- limit length of learning activities taking into account students' oral language proficiency, academic and social experiences
- include repetition and recycling of SAE language, as appropriate, matching with visual cues and concrete material
- provide opportunities for students to observe others and practise SAE acquired language skills in a non-threatening environment
- allow time for students to develop reading and writing skills while also valuing oral competency
- provide additional time to complete tasks and learn new skills
- demonstrate sensitivity when explaining the differences between SAE and other English dialects, e.g. Aboriginal English and Singaporean English, as students may not be aware that they speak a different dialect
- encourage and acknowledge abilities and achievements to adapting to the many aspects and routines of SAE
- ensure a balanced range of group and individual activities
- support the teaching with visuals, gestures, contextual clues and voice
- explicitly teach SAE vocabulary, grammar and syntax in context
- focus on language conventions such as punctuation and show how they assist the reader
- use multimedia to support language acquisition
- develop a shared metalanguage
- provide explicit feedback about the students' language choices

## Emerging

**Student begins to develop understandings of SAE with some application to learning contexts.**

### At this level teachers should

- select high interest and age-appropriate tasks
- provide relevant and contextual learning programs which include concrete experiences to build on more complex and abstract concepts
- provide previewing activities to develop vocabulary and decoding skills
- provide visual aids and other support strategies such as modelling and scaffolding
- allow students to discuss, learn and practise new concepts in their home language
- recognise, respect and explore the differences between SAE narrative and storytelling genres and those of other cultures'
- encourage students to take risks and communicate meaning rather than become concerned with accuracy
- provide extra time, encouragement and positive feedback to complete tasks
- develop comprehension skills and reading-on strategies to comprehend longer discourse and complex texts
- teach metalanguage to explore similarities and differences between the home language and SAE
- continue to explicitly teach SAE text structures, language features and vocabulary within meaningful contexts
- provide opportunities for students to expand on known text structures (brochures, advertisements, forms) and to recognise and write personal texts, messages, letters, email and lists
- support students with planning, writing and editing of basic text types using explicitly modelled, labelled and illustrated frameworks (eg recounts, essays, reports)
- continue to model and explicitly teach the target language, structures and features of texts and genres
- build on the students' knowledge of metalanguage and continue to scaffold their development of understandings about the topic, text and cultural understandings through strategic questioning
- continue to provide explicit feedback about the students' language choices
- discuss the advantages and disadvantages of choosing written, spoken or multimodal texts for communication.

## Developing

**Student demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts.**

### At this level teachers should

- continue to plan for a well structured, supportive EAL/D language learning environment
- make SAE language features assessment criteria explicit to students, providing checklists and rubrics and providing positive and constructive feedback
- allow for a more flexible informal assessment timetable that provides extra time for students to complete tasks
- continue to recognise and value the maintenance of the home language and culture to assist with the complex demands of the curriculum
- provide opportunities to discriminate between literal and metaphorical meanings
- encourage, support and provide constructive and explicit feedback to students
- explicitly teach features of SAE spoken and written register for different purposes, contexts and audiences
- scaffold the transition from oral to written texts through group discussions, thinking out loud and partner work
- build on SAE vocabulary, grammar, literary devices and meaning across the curriculum
- provide opportunity to frequently practise and recycle language
- provide opportunities for students to engage in writing with attention to text types, audience and purposes
- continue to build on the student's knowledge of metalanguage
- continue to provide explicit feedback about the students' language choices.

## Consolidating

**Student is a competent SAE user in a wide range of social and learning contexts.**

### At this level teachers should

- continue to use cooperative learning strategies to increase understanding of how meaning is constructed across languages, dialects and cultures
- continue to scaffold learning using appropriate EAL/D models
- create a comfortable and safe learning environment where students can achieve their full potential
- provide a wider range of SAE listening, speaking, reading/viewing and writing experiences across the curriculum
- continue to teach SAE vocabulary in context and introduce abstract words, conditionals and nominalisations
- teach and reinforce skimming, scanning, summarising, note taking, editing and recording of information paying attention to main ideas
- demonstrate the effective use of literacy devices such as metaphorical and emotive language and how it positions the listener, reader and/or viewer
- clarify tasks and assessment criteria and provide support and constructive feedback to students
- provide opportunities for unstructured personal writing in home language and SAE.

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	<p><b>The student</b></p> <p>is from a limited schooling background but has life experiences and world knowledge and understands the importance of learning, uses non-verbal gestures if similar to their home language and are tuning in to the sounds of English, although new to reading and writing they are beginning to appreciate the purpose of texts and of learning to write..</p>	<p><b>The student</b></p> <p>is new to learning SAE but has life experiences and world knowledge and developed cognitive abilities, relies on non-verbal cues, if similar to their home language, tunes in to the sounds of English, produces short formulaic expressions, recognises a few familiar words and is developing an awareness of the conventions of SAE texts, becomes familiar with the Romanised script and writes or prints simple words and phrases.</p>	<p><b>The student</b></p> <p>comprehends slow, careful speech on familiar topics, participates in predictable face-to-face interactions with very supportive interlocutors, comprehends and responds to short, very simple texts, knows that reading and viewing have different purposes, with support, writes simple phrases and sentences using simple linking words to demonstrate cohesion.</p>	<p><b>The student</b></p> <p>comprehends the gist of short, careful speech on familiar topics, uses simple connected speech on topics of personal interest, participates in face-to-face interactions with supportive interlocutors, comprehends and responds to a small range of, simple written, visual and digital texts on familiar topics, with support, writes a small range of texts on familiar content related to personal or study contexts.</p>	<p><b>The student</b></p> <p>comprehends well-articulated longer speech on familiar topics, identifying main ideas, participates in and maintains expanded interactions in SAE with supportive interlocutors, comprehends and responds to a range of short well-structured written, visual and digital texts in familiar contexts, writes a variety of connected texts on familiar topics related to social life or study.</p>	<p><b>The student</b></p> <p>comprehends most personal and school interactions participating in conversations on a wide range of topics, communicates effectively in SAE, comprehends a growing range of written, visual and digital texts on familiar topics in SAE, interpreting information beyond the literal level, writes a range of text types with accuracy and detail.</p>	<p><b>The student</b></p> <p>communicates effectively in SAE, comprehends a variety of extended written, visual and digital texts independently interpreting information beyond the literal level, writes clear, detailed texts using conventions of the relevant text type with accuracy.</p>	<p><b>The student</b></p> <p>is a fluent speaker of SAE, comprehends an extended range of texts produced for a variety of purposes and audiences, writes well-structured texts on complex topics with accuracy, using language effectively to suit context, audience and purpose.</p>	<p><b>The student</b></p> <p>is a fluent speaker of SAE conversing with facility, using the language flexibly and appropriately for all purposes across a range of contexts, independently comprehends a full range of complex texts across a range of purposes, writes with facility clear, cohesive complex texts choosing appropriate style for purpose and audience using language flexibly and accurately.</p>
Listening Comprehension skills and strategies	<p>is new to listening in SAE and is new to the concept of listening for specific school purposes, learns the expectations of listening tasks, has good listening skills in their home language, develops phonemic awareness, begins to relate sounds to letters in SAE, relies heavily on extensive support and non-verbal cues.</p>	<p>is new to listening in SAE, comprehends a few SAE words and phrases and follows very short, well-spoken oral texts, participates in some simple oral activities by listening and imitating others' actions, responds to non-verbal cues that match their home culture, relies heavily on gestures and visual support.</p>	<p>comprehends slow, careful speech, with a sympathetic interlocutor, participates in short face-to-face interactions on familiar topics, understands some non-verbal cues and basic intonation patterns, uses graphics and other environmental cues to aid understanding.</p>	<p>gains information from short simple texts on familiar topics, follows simple informal discussions with peers in SAE, responds to social cues and intonation patterns, comprehends some familiar language structures and features of a small range of familiar SAE oral text types.</p>	<p>comprehends longer spoken texts in SAE on familiar topics with less dependence on face-to-face communication, recognises the purposes of spoken texts and responds appropriately to context and register, recognises language used in SAE spoken interactions including some common colloquialisms and idioms.</p>	<p>comprehends a growing range of spoken texts in SAE on familiar and some unfamiliar topics, understands variations in spoken English according to register, responding appropriately, listens for main points using contextual cues and identifies some colloquial and cultural references.</p>	<p>easily comprehends most spoken texts in familiar and some unfamiliar contexts responding by participating appropriately across a range of registers, follows quite lengthy spoken texts identifying persuasive and emotive language and identifying common colloquialisms in everyday interactions.</p>	<p>comprehends a wide range of spoken texts relating to personal, social and academic needs across different contexts, responds readily, comprehends a range of extended spoken texts following changes of topic and register in familiar and unfamiliar contexts, understands most cultural references.</p>	<p>comprehends complex spoken texts across a wide range of purposes and contexts, responds appropriately and with competence, interprets a range of unfamiliar cultural references in general discourse and comprehends most high-frequency idiomatic language, colloquialisms and cultural nuances.</p>
Speaking Communication skills and strategies	<p>is new to speaking in SAE and is new to the expectations of spoken interaction in the classroom, observes how to ask questions appropriately but may take a long time before being comfortable and confident enough to interact and participate in speaking activities.</p>	<p>is new to speaking in SAE, following extensive modelling, uses single words and short, isolated formulaic expressions, pronounces a few learned words correctly, uses home language to assist, practises by imitating, memorising and repetition, uses gestures to communicate immediate needs.</p>	<p>has sufficient vocabulary to participate in predictable face-to-face interactions and express basic communicative needs with attentive interlocutors, practises words, phrases and pronunciation patterns, relies on gesture to convey more complex meaning.</p>	<p>uses simple connected spoken text on topics which are familiar or of personal interest for a range of purposes and audiences with support from supportive interlocutors, uses simple common expressions to socialise with appropriate stress and gestures.</p>	<p>speaks with confidence using SAE in familiar and predictable situations, interacts with supportive interlocutors to begin to express abstract thoughts and feelings to suit audience and purpose, has sufficient vocabulary to describe some unpredictable situations.</p>	<p>communicates effectively in SAE in situations within own areas of interest for a range of purposes, initiating and staging interactions with some reliance on supportive interlocutors to maintain cohesion, experiments with some colloquial and idiomatic expressions.</p>	<p>communicates effectively in spoken SAE in familiar and unfamiliar personal and school contexts, independently maintaining interactions and relying on interlocutors only to elicit elaboration or detail, uses common colloquialisms and idiomatic expressions.</p>	<p>is becoming a fluent speaker of SAE using English appropriately for most purposes across a range of contexts, organising spoken discourse and using effective strategies in interactions with other SAE speakers, uses language flexibly and effectively.</p>	<p>is a fluent SAE speaker using the language flexibly and appropriately for all purposes across a range of contexts, initiating and participating in all forms of spoken discourse in areas of interest, maintains consistent grammatical control of complex language in all situations.</p>
Reading and Viewing Language & textual analysis	<p>is new to reading but is beginning to understand that print and images carry a message and records ideas and events, recognises a small bank of familiar words and phrases, observes and copies teachers and peers, uses own world knowledge, experiences and home language to help them.</p>	<p>is new to reading in SAE, recognises and understands a few familiar words or phrases related to them and their immediate environment, understands that print and graphics carry a message, is beginning to understand the conventions of SAE texts, relies on teacher support and contextual and visual cues for understanding.</p>	<p>comprehends and responds to short, very simple SAE texts related to their daily life, with support, recognises a few different text types, begins to understand some symbolic representations in illustrations, develops graphophonic awareness and uses graphophonic and visual cues to gain meaning from texts.</p>	<p>comprehends the gist of short, simple written, visual and digital texts for a range of everyday purposes if provided with relevant contextual support, identifies different purposes of SAE texts, recognises basic text organisation and features.</p>	<p>comprehends a range of short, well-structured written, visual and digital texts in familiar contexts, identifies main ideas and specific information, begins to interpret information beyond the literal level, understands text organisation.</p>	<p>extends their understanding of a growing range of written, visual and digital texts in familiar contexts, understands beyond the literal level, understands more complex text organisation and language features.</p>	<p>comprehends a variety of extended familiar and unfamiliar written, visual and digital texts, interprets the information beyond the literal level, compares text organisation and features, interprets complex language used in a range of different texts.</p>	<p>comprehends a wide range of written, visual and digital texts in familiar and unfamiliar contexts, evaluates information and interpret texts at an inferential level, understands lengthy complex texts, analyses language use and features.</p>	<p>comprehends written, visual and digital texts across personal, social, and academic contexts for a range of purposes, discriminates meaning and interprets texts at an inferential level, analyses the features of long complex texts.</p>
Writing Creating texts	<p>is new to writing but understands the importance of learning to write, may have no experience with writing materials, letters may be inconsistently formed, differentiates between simple punctuation and letters, differentiates between letters and numbers, begins to copy written text.</p>	<p>is new to writing in SAE, with support, writes very simple phrases and sentences related to personal contexts, begins to understand the conventions of writing in SAE, becomes familiar with the Romanised script, uses models and formulaic patterns to support writing.</p>	<p>with support, writes simple phrases and sentences on familiar personal or school topics, uses basic sentence patterns, links ideas with simple conjunctions, spells a few familiar words accurately, understands that writing has different purposes, may use home language to organise thoughts before using SAE.</p>	<p>writes a small range of modelled texts on familiar content related to personal or study contexts, uses simple clauses or sentences and a small range of linking words to demonstrate cohesion, spells frequently used words accurately, understands the organisation of a small number of basic text types.</p>	<p>writes a variety of straightforward texts on familiar topics related to their social or school life, demonstrates growing control of language and grammatical features, organising information into cohesive paragraphs, spells common everyday words accurately, uses a basic repertoire of text types.</p>	<p>writes a range of text types on common topics with accuracy, has increasing control of grammar and language use, uses a range of cohesive devices to link ideas across sentences and paragraphs, demonstrates growing control of the structure of a range of text types.</p>	<p>writes a full range of clear, detailed texts for a variety of purposes and audiences, gains control over grammar and begins to use some sophisticated language features, uses appropriate structures to organise their ideas, uses conventions of the appropriate text type.</p>	<p>independently writes clear, accurate texts on complex topics, has control over complex grammar, uses language features effectively, uses well-organised and appropriate structure, selects and adapts text types to suit different contexts and audience and purpose.</p>	<p>writes with facility, clear, well organised complex texts with a logical structure across a wide range of personal and academic contexts, has control over a wide range of grammatical features, chooses the most appropriate language features and structures to suit purpose and audience.</p>

**Level 1a – limited schooling**

The student is from a limited schooling background but has life experiences and world knowledge and understands the importance of learning, uses non-verbal gestures if similar to their home language and is tuning in to the sounds of English, although new to reading and writing they are beginning to appreciate the purpose of texts and of learning to write.

Listening	Speaking
<ul style="list-style-type: none"> <li>begins to identify differences between listening behaviours of SAE and home language (eg without interrupting, looking at person who speaks)</li> <li>is becoming aware of the sounds of spoken SAE words (eg /n/ as in 'nail' and 'knot')</li> <li>understands a few common SAE words and some simple formulaic expressions</li> <li>begins to identify and learn the appropriate use of SAE-specific cultural gestures and non-verbal behaviours (eg nods, eye contact)</li> <li>begins to use personal space and other sociocultural behaviour appropriately (eg turn taking)</li> <li>relies heavily on extensive support and non-verbal cues</li> <li>needs adequate time to complete listening tasks.</li> </ul>	<ul style="list-style-type: none"> <li>may experience a silent period while internalising basic SAE social language and adjusting to new cultural and social practices</li> <li>produces simple, mainly isolated, words and phrases about familiar topics (eg school, home, transport)</li> <li>relies on explicit language models</li> <li>begins to recognise how language is used differently in SAE and in home language</li> <li>uses verbal gestures to communicate (eg pointing to an object)</li> <li>becomes aware of SAE social conventions in a variety of contexts (eg turn taking, use of eye contact, appropriate body language, use of personal space)</li> <li>relies heavily on extensive teacher guidance and requires intensive, one-to-one or small group teaching</li> <li>requires bilingual support across all learning areas, if available.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>begins to understand how print and pictures carry a meaning</li> <li>begins to learn the way illustrations, diagrams and symbols represent meaning</li> <li>links writing to pictures</li> <li>begins to understand sound/symbol relationships in SAE</li> <li>begins to recognise and learn the letters of the English alphabet</li> <li>recognises their own name written down and a few, very familiar words</li> <li>begins to follow the left to right and top to bottom layout of English texts and is aware of how to handle a book or text</li> <li>draws on home language for understanding and develops a small bank of high frequency vocabulary using visual cues, recognising single words when listening to a text</li> <li>begins to sound out familiar words using decoding skills</li> <li>may be in silent period, observes others and relies on visuals, translations, teacher modelling and contextual support</li> <li>attempts to make meaning of texts by using their background knowledge, understanding and experience.</li> </ul>	<ul style="list-style-type: none"> <li>becomes familiar with the English alphabet</li> <li>develops handwriting skills (eg letter formation, spacing, direction), letter formation may be inconsistent</li> <li>begins to hold writing implements correctly, including using a ruler</li> <li>possesses limited vocabulary of simple high-frequency words</li> <li>attempts to copy familiar words and phrases (eg names of everyday objects from environmental print)</li> <li>spells own name, with support</li> <li>understands the difference between letters and numbers, recognises the difference between upper and lower case letters</li> <li>begins to learn very simple punctuation (eg a capital letter for own name)</li> <li>begins to understand the purposes and importance of writing</li> <li>becomes aware that writing conveys meaning and can be read and re-read.</li> </ul>



Level 1b

The student is new to learning SAE but has life experiences and world knowledge and developed cognitive abilities, relies on non-verbal cues if similar to their home language, tunes in to the sounds of English, produces short formulaic expressions, recognises a few familiar words and is developing an awareness of the conventions of SAE texts, becomes familiar with the Romanised script and writes or prints simple words and phrases.

Listening	Speaking
<ul style="list-style-type: none"> <li>• begins to participate and respond appropriately to familiar formulaic expressions (eg 'Hello, how are you?' 'I'm very well, thank you.')</li> <li>• participates in classroom listening activities by following peers' actions to support comprehension</li> <li>• begins to distinguish new sounds but may only recognise those present in home language</li> <li>• recognises own name, some content words, especially in areas of interest or need, if supported with pictures or gestures</li> <li>• begins to understand the notion of turn-taking, cooperation and asking for repetition</li> <li>• uses visual information( eg pictures or diagrams) to support understanding of a simple aural text (eg recognising characters in a story)</li> <li>• relies heavily on EAL/D support and home language speakers, if available, to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• begins to use a small selection of high-frequency, personally relevant nouns, verbs and adjectives as single words or in simple formulaic phrases</li> <li>• uses simple, everyday language such as learned courtesy formula in SAE (eg '<i>please</i>' and '<i>thank you</i>')</li> <li>• participates in familiar classroom interactions and routines but communication is dependent on repetition, rephrasing and supportive interlocutors</li> <li>• may take time to answer simple questions as learners process information using home language before responding using SAE</li> <li>• uses a few basic connectives (eg <i>and</i>, <i>but</i>)</li> <li>• attends to what others are saying and may imitate speech</li> <li>• practises SAE sounds through repetition, imitation and memorisation</li> <li>• uses gestures to communicate immediate needs</li> <li>• may ask for help from other home language speakers</li> <li>• generally speaks slowly with varying accuracy in pronunciation, depending on language background.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>• recognises a few familiar words and phrases related to personal and the school environment (eg name, age, exit, canteen) with support</li> <li>• recognises some environmental print and may use own cultural background knowledge to help interpret them</li> <li>• distinguishes letters from numbers and recognises upper and lower case letters</li> <li>• understands the left/right, top/bottom orientation of English print</li> <li>• sequences a text using pictures</li> <li>• recognises a few different types of texts (eg a list compared to a story or recount)</li> <li>• uses visual cues, environmental print and/or a picture dictionary to assist comprehension</li> <li>• recognises and interprets some common signs (eg EXIT, No smoking) and some subject-specific symbols (eg mathematical functions)</li> <li>• uses beginning sound and word knowledge to read some short simple, formulaic phrases following teacher modelling, makes some personal connections in very familiar texts with cultural relevance</li> <li>• continues to build a bank of high frequency words in SAE</li> <li>• relies on home language and EAL/D support to clarify meaning in reading/viewing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• understands simple SAE writing conventions (eg letter formation, left to right, top to bottom orientation)</li> <li>• with support, attempts to write familiar phrases and simple sentences with limited accuracy (eg 'I live Perth.')</li> <li>• learns and uses the SAE alphabet</li> <li>• is developing handwriting skills but may print rather than write in cursive</li> <li>• practises writing letters especially if their home language script is different from SAE</li> <li>• spells own name and some other personal details correctly</li> <li>• recognises the difference between SAE and home language texts</li> <li>• starts using very basic punctuation (eg capital letters for names and full stops)</li> <li>• translates word for word from home language into English</li> <li>• expands on limited vocabulary through concrete classroom experiences</li> <li>• relies on home language to make meaning of their writing in SAE.</li> </ul>

Level 2

The student comprehends slow, careful speech on familiar topics, participates in predictable face-to-face interactions with very supportive interlocutors, comprehends and responds to short, very simple texts, knows that reading and viewing have different purposes, with support, writes simple phrases and sentences using simple linking words to demonstrate cohesion.

Listening	Speaking
<ul style="list-style-type: none"> <li>demonstrates appropriate listening behaviours (eg turn taking, not interrupting, nodding, eye contact) and recognises that some words, gestures or intonation may be inappropriate in certain contexts</li> <li>understands simple vocabulary and oral language structures (eg nouns, adjectives, verbs and basic conjunctions)</li> <li>understands and responds to a small range of formulaic phrases and familiar expressions related to immediate personal and school needs, may need repetition or rephrasing</li> <li>understands and follows simple instructions and listens for specific details in controlled, modelled listening tasks</li> <li>distinguishes most common SAE sounds and a few intonation patterns, but may have difficulty with those not present in home language.</li> </ul>	<ul style="list-style-type: none"> <li>participates in predictable face-to-face interactions with support</li> <li>expresses some simple likes and dislikes</li> <li>uses simple greetings and forms of address</li> <li>asks and answers simple questions</li> <li>enquires and produces basic descriptions and recounts</li> <li>uses basic vocabulary for expressing simple communicative needs but speaking may be fragmented</li> <li>uses some basic grammatical structures correctly (eg 'I come from Ethiopia.')</li> <li>uses a small range of connectors (eg <i>and</i>, <i>but</i>, <i>next</i>)</li> <li>understands that some words and/or phrases are inappropriate or unsuitable in certain contexts</li> <li>often relies on gesture to aid communication of more complex meaning</li> <li>practises words, phrases and pronunciation patterns</li> <li>asks for help and paraphrases and/or repeats own words to sustain interaction</li> <li>pronounces words clearly for understanding but may have difficulty with sounds not present in the home language.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>with support and explicit teacher modelling, reads and views short texts related to their daily life, recognises some familiar words and SAE print conventions (eg school signs, train signs, simple maps and formulaic expressions)</li> <li>has a small range of vocabulary associated with daily life or areas of interest</li> <li>understands and relates to written or visual depictions of personal experiences</li> <li>recognises the basic conventions of written texts (eg title, sentence, paragraph)</li> <li>begins to recognise some basic text types (eg recount, description, narrative) with support</li> <li>brings own cultural knowledge and previous experiences to reading in SAE</li> <li>develops an awareness of register</li> <li>participates and answers 5W questions</li> <li>identifies and gives simple descriptions, making personal connection with a text</li> <li>reads and understands formulaic phrases, begins to make predictions</li> <li>draws on beginning graphophonic skills to decode simple SAE words</li> <li>uses photo, bilingual or simple English learner's dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>begins to use cursive writing</li> <li>with support and modelling, writes very short, simple texts on familiar topics using basic sentence patterns (eg a recount of an excursion, a biography, a personal letter)</li> <li>has a small range of vocabulary associated with familiar experiences and starts to develop subject-specific vocabulary</li> <li>spells some very familiar words with growing accuracy</li> <li>uses basic grammatical features with varying accuracy (eg simple tenses, adjectives, pronouns, articles)</li> <li>uses basic punctuation (eg capital letters, full stops, question marks, commas) but not always consistently</li> <li>begins to link ideas using basic conjunctions and cohesive devices (eg <i>and</i>, <i>but</i>, <i>then</i>, <i>next</i>)</li> <li>is becoming aware of word order (eg '<i>small green car</i>') and text structure (eg sentence, paragraph, beginning, middle, end)</li> <li>applies increasing knowledge of graphophonics</li> <li>begins to understand that writing changes for different purposes (eg forms, lists, messages).</li> </ul>

## Level 3

The student comprehends the gist of short, careful speech on familiar topics, uses simple connected speech on topics of personal interest, participates in face-to-face interactions with supportive interlocutors, comprehends and responds to a small range of simple written, visual and digital texts on familiar topics, with support, writes a small range of texts on familiar content related to personal or study contexts.

Listening	Speaking
<ul style="list-style-type: none"> <li>understands information on familiar topics and follows informal discussions if clearly articulated</li> <li>understands open-ended questions, key words and some technical vocabulary relating to familiar topics</li> <li>responds to stress, intonation and volume and understands their different effects and purposes</li> <li>becomes aware of the differences between customs, usages, attitudes and beliefs of their home language and SAE</li> <li>understands and responds to some common colloquialisms, humour and some culturally different non-verbal language</li> <li>uses contextual and visual cues to infer more complex meaning</li> <li>understands and responds to simple humour in SAE</li> <li>begins to use a growing bank of vocabulary and modelled grammar to engage more actively in listening</li> <li>identifies and reproduces most SAE sounds, stress and intonation patterns, understanding their effect and different purposes</li> <li>begins to code-switch listening behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>participates in brief contextualised, face to face exchanges and oral activities on familiar and personal topics</li> <li>has a growing awareness of audience and purpose in SAE spoken contexts</li> <li>has sufficient vocabulary to express ideas on a variety of familiar topics</li> <li>expresses simple humour and opinion and describes feelings in simple terms</li> <li>uses connectives and basic cohesive devices such as simple time connectives (eg <i>then, after that, next</i>) to link ideas</li> <li>shows awareness of the differences between own home language and SAE and begins to code-switch</li> <li>has an increasingly comprehensible pronunciation, appropriate rhythm and intonation in familiar and rehearsed activities with varying degrees of accuracy</li> <li>asks for translation of specific words from other home language speakers.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>comprehends and responds to a range of simple, well-structured written and visual texts, independently using familiar language (eg forms, timetables, brochures, recipes, emails)</li> <li>develops a wider range of vocabulary but still relies on visual and contextual support for new words</li> <li>uses simple text structure and organisational features to locate information (eg topic sentence, introduction, conclusion, cohesive devices)</li> <li>uses knowledge of text structure to find information (eg uses the index and content pages)</li> <li>continues to develop competence in decoding strategies if provided with relevant contextual support,</li> <li>develops awareness of word families and affixes and an increased knowledge of visual conventions (eg interprets charts, diagrams, graphs with support)</li> <li>begins to understand some common cultural references in SAE texts and relates own cultural experiences</li> <li>demonstrates understanding of literal and some inferential meaning of simple texts</li> <li>predicts simple cause and effect, plot development in written and visual texts</li> <li>uses a bilingual or English dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>writes about familiar topics with some accuracy, using a growing bank of common vocabulary</li> <li>spells common words and some subject-specific words with reasonable accuracy</li> <li>uses basic grammatical features with increasing accuracy</li> <li>uses general punctuation (eg capitalisation, full stops, commas, question marks, quotation marks and apostrophes) with more accuracy</li> <li>uses a small range of simple conjunctions and cohesive devices to link ideas (eg <i>and, then, but, because</i>)</li> <li>begins to organise ideas using headings or simple paragraphs</li> <li>shows growing awareness of the variation in written language according to purpose and audience</li> <li>may transfer home language knowledge of text structure to SAE English</li> <li>plans or brainstorms before writing a first draft, revising after peer/teacher conferencing</li> <li>uses home language to make meaning of writing in SAE.</li> </ul>

## Level 4

The student comprehends well-articulated longer speech on familiar topics identifying main ideas, participates in and maintains expanded interactions in SAE with supportive interlocutors, comprehends and responds to a range of short well-structured written, visual and digital texts in familiar contexts, writes a variety of connected texts on familiar topics related to social life or study.

Listening	Speaking
<ul style="list-style-type: none"> <li>extracts information from longer, clearly enunciated spoken text in familiar contexts, identifying the topic of conversation and deducing the main ideas</li> <li>understands a wider range of vocabulary across different learning areas</li> <li>responds appropriately to questions, statements and negation (eg 'Do you ...?', 'What is ...?' 'You shouldn't ...')</li> <li>identifies variations in spoken English according to audience and purpose (eg 'G'day', 'Hi', 'Good morning')</li> <li>comprehends a limited range of high-frequency colloquialisms and idioms (eg 'to go nuts')</li> <li>understands and responds to the use of interpersonal language and sociocultural references</li> <li>relies on home language to transfer understandings in SAE, occasionally</li> <li>uses a range of simple strategies (eg taking notes) to improve language processing</li> <li>requests repetition or paraphrasing to assist comprehension</li> <li>is able to keep pace with regular speech</li> <li>distinguishes SAE sounds and responds to stress, intonation and volume and understands their use to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>gives a short prepared presentation on a familiar topic and explains the main points with reasonable clarity</li> <li>asks and answers straightforward questions on personal or academic topics</li> <li>participates in a range of oral activities in formal and informal contexts with supportive interlocutors, contributing personal opinion and point of view on familiar topics</li> <li>opens and closes interactions appropriately in familiar situations using salient politeness conventions (eg 'Would you ...?', 'May I ...?')</li> <li>has a wide range of familiar vocabulary and phrases from a variety of sources and relies on support in unfamiliar academic contexts</li> <li>uses sequence markers appropriately (eg <i>next</i>, <i>then</i>, <i>after that</i>) when recounting events</li> <li>uses some cohesive devices (eg <i>but</i>, <i>because</i>, <i>these</i>, <i>so</i>) to link ideas</li> <li>makes simple comparisons between common aspects of attitudes, values and beliefs between home language and SAE</li> <li>asks for clarification and uses self-correcting strategies (eg rewords or rephrases)</li> <li>may rely on non-verbal gestures when trying to express more abstract ideas.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>comprehends a range of short well-structured print, visual and digital texts and recounts the story/information with some accuracy</li> <li>distinguishes between different forms of writing and how these affect interpretation of texts, recognises the main purpose of simple texts</li> <li>begins to understand common idioms</li> <li>consolidates understanding of effective decoding strategies, including the ability to identify a variety of reading/viewing conventions with increasing accuracy</li> <li>extracts key content words and main ideas from well-structured technical texts</li> <li>develops a greater understanding of meaning from well-structured texts with support and explicit teaching</li> <li>identifies and uses text organisation features (eg chapters, paragraphs, topic sentences) to assist reading for meaning</li> <li>can distinguish between formal and informal writing through language and layout</li> <li>compares their own experiences and culture with information and ideas in written and visual texts</li> <li>begins to skim and scan to locate key words and information with support</li> <li>uses graphics (eg illustrations, tables, graphs) to understand more complex ideas</li> <li>uses an appropriate English or subject-specific dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>writes detailed texts on a range of familiar topics (eg descriptions, reports, essays, letters, book reviews)</li> <li>develops a growing range of vocabulary as well as some technical vocabulary and some simple figurative language</li> <li>spells frequently used words accurately</li> <li>writes longer compound and some complex sentences using a wider range of conjunctions and relative pronouns (eg <i>however</i>, <i>although</i>, <i>so</i>, <i>who</i>, <i>which</i>)</li> <li>uses a wider range of punctuation accurately (eg commas and colons)</li> <li>organises ideas clearly into cohesive paragraphs, writing may become less coherent and accurate when expressing more abstract ideas</li> <li>uses own experiences and cultural perspectives to support point of view</li> <li>plans and brainstorms to some effect as a prewriting strategy and attempts to edit own work with guidance</li> <li>develops more sophisticated use of tenses and nominalisations</li> <li>experiments with indirect speech, uses possessive forms correctly</li> <li>applies referencing and sourcing conventions appropriately.</li> </ul>

**Level 5**

The student comprehends most personal and school interactions, participating in conversations on a wide range of topics, communicates effectively in SAE, comprehends a growing range of written, visual and digital texts in SAE, interpreting information beyond the literal level, writes a range of text types with accuracy and detail.

Listening	Speaking
<ul style="list-style-type: none"> <li>understands and interprets essential information from longer, more complex spoken texts with subject-specific or technical vocabulary</li> <li>identifies main points using contextual cues, identifying sequence markers to assist comprehension of relevant information</li> <li>interprets variations in spoken SAE from intonation, volume, stress, repetition and pacing</li> <li>can infer the intentions of the speaker and comprehends everyday colloquial and cultural references in SAE (eg 'arvo', 'How are things?')</li> <li>asks for clarification and extra time when participating in complex listening tasks</li> <li>interprets meaning and feelings from intonation, volume and stress</li> <li>may request paraphrasing, explanation and extra time with complex topics.</li> </ul>	<ul style="list-style-type: none"> <li>contributes to conversations and group discussions with facility</li> <li>prepares and delivers presentations, justifying points of view and answering unprepared questions on more abstract topics</li> <li>uses a broad vocabulary and experiments with some colloquial and idiomatic expression and develops more technical language</li> <li>uses a range of verb tenses and cohesive devices</li> <li>uses stress, intonation and volume to emphasise meaning</li> <li>uses register appropriately to suit audience and purpose in a range of contexts</li> <li>demonstrates awareness of differences between attitudes and beliefs in home language and in SAE and code-switches more effectively</li> <li>has variable control over complex grammar (eg nominalisation and embedded clauses)</li> <li>uses word knowledge to understand and use new words.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>uses a wide range of vocabulary, including technical language to comprehend and summarise information from written, visual and digital texts</li> <li>decodes unfamiliar words using graphophonic relationships and context</li> <li>understands how word choices affect meanings</li> <li>develops some simple figurative language</li> <li>recognises a range of text types by identifying text features.</li> <li>identifies cohesive devices (eg 'In the above example...') and uses knowledge of grammatical features to decode complex sentences</li> <li>demonstrates an understanding of different interpretations and purposes of texts depending on cultural and language background</li> <li>recognises more abstract text types</li> <li>employs word identification strategies and contextual clues to make meaning from challenging words</li> <li>reads and responds to more complex texts by synthesising knowledge of text structure, word forms and reading analysis</li> <li>uses an English dictionary to check unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>writes a range of text types (eg extended recounts, explanations, formal and informal letters, descriptions, arguments, simple expository texts, reports) with growing accuracy and more detail</li> <li>uses a range of vocabulary to suit audience and purpose</li> <li>uses a variety of formats to suit purpose to support or illustrate written texts (eg incorporating diagrams, tables)</li> <li>understands and uses a range of colloquial and idiomatic language</li> <li>spells accurately and uses a range of spelling strategies for more complex words</li> <li>has control over key grammatical features (eg choice of tenses, use of prepositions, simple conditionals – would, if)</li> <li>uses a range of punctuation to assist clarity (eg apostrophes, quotation marks)</li> <li>uses a variety of linking devices, to achieve cohesion between sentences and across paragraphs</li> <li>organises ideas into paragraphs with clear topic sentences showing increasing control over key structural features</li> <li>applies referencing and sourcing conventions appropriately as taught</li> <li>develops note taking skills</li> <li>plans for extended writing tasks and redrafts as required</li> <li>writes with awareness of the differences in register between home language and SAE</li> <li>edits effectively for spelling and punctuation errors.</li> </ul>



**Level 6**

The student communicates effectively in SAE, comprehends a variety of extended written, visual and digital texts independently, interpreting information beyond the literal level, writes clear, detailed texts using conventions of the relevant text type with accuracy.

Listening	Speaking
<ul style="list-style-type: none"> <li>understands the content and language of complex interactions including hypothetical and inferential questions</li> <li>comprehends spoken texts in subject-specific areas and in some unfamiliar texts</li> <li>interprets meanings and feelings from intonation, stress and volume</li> <li>is aware of appropriate register for different audiences, purposes and contexts</li> <li>can infer the intentions of the speaker and identify simple examples of bias with support</li> <li>takes notes to recall spoken texts</li> <li>recognises an increasing range of colloquial and idiomatic expressions and may find cultural references difficult to understand</li> <li>requests paraphrasing or repetition if speech is too fast or culturally dense</li> <li>assesses own information needs and purposes before listening</li> <li>checks accuracy and completeness of information from spoken sources by questioning or comparing with peers or other sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>expresses themselves clearly in formal and informal register appropriate to the purpose and audience</li> <li>engages independently in a variety of speaking activities with confidence, using speech variation (eg stress and intonation) to highlight points and supporting detail, answers follow-up questions spontaneously and fluently</li> <li>uses a broad vocabulary related to most informal and formal conversations on personal, social and academic topics</li> <li>uses common idiomatic expressions and colloquialisms with growing accuracy</li> <li>displays greater control over simple and complex grammatical structures (eg uses embedded clauses)</li> <li>uses a variety of cohesive devices effectively to mark relationships between ideas (eg however, although, unless)</li> <li>demonstrates fluency in pronunciation</li> <li>changes meaning by varying intonation, stress, volume, tone and body language</li> <li>retains some home language pronunciation but this does not affect communication</li> <li>rephrases to compensate for difficult language structures</li> <li>evaluates own use of SAE register against given criteria.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>recognises author’s choice of descriptive language to imply opinion, emotion and inference</li> <li>answers high-level literal, inferential and evaluative questions and is familiar with figurative language</li> <li>understands formal and informal registers, compares and discusses the effects of different cultural perspectives on the interpretation of texts</li> <li>uses graphophonic, syntactic and semantic cues to decode meaning of unknown words</li> <li>has a broad, active reading vocabulary including technical vocabulary in areas of interest or study</li> <li>is aware of text structures and the social purposes of text types (eg myths, biographies, advertisements)</li> <li>identifies differences in style and register, understanding the use of text-specific language features</li> <li>recognises the function of a growing range of cohesive devices (eg ‘For these reasons ...’)</li> <li>understands common idioms and euphemisms (eg ‘before I go’ meaning ‘before I die’)</li> <li>locates information quickly using a variety of reading strategies including knowledge of text organisation</li> <li>identifies the intended purpose, audience and context of particular text types through type of language and visual media conventions used</li> <li>takes notes whilst reading/viewing to assist learning</li> <li>independently uses an appropriate dictionary for precise meanings or unfamiliar technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>writes structured and detailed texts for a range of audiences and purposes across subject areas using the appropriate text type with accuracy (eg essays, reports, arguments, opinions)</li> <li>uses a wide range of vocabulary related to personal, academic and more general topics for various audiences and purposes,</li> <li>uses a range of idioms and colloquialisms effectively and consolidates editing skills</li> <li>gains variable control over a range of grammatical features (eg tense use, articles, prepositions, agreement)</li> <li>combines and organises information in complex and compound sentences using nominalisation</li> <li>uses a range of cohesive devices effectively demonstrating control of paragraph structure</li> <li>spells accurately and expands formal register</li> <li>develops understanding of the differences in formal and informal register between home language and SAE</li> <li>chooses layout and structure to enhance effect of the text (eg headings, images, inserts, graphics)</li> <li>cites references and uses quotes appropriately</li> <li>uses summarising and note taking skills to evaluate and synthesise information</li> <li>plans, edits and proofreads effectively for audience and purpose.</li> </ul>



**Level 7**

**The student is a fluent speaker of SAE, comprehends an extended range of texts produced for a variety of purposes and audiences, writes well-structured texts on complex topics with accuracy using language effectively to suit, context, audience and purpose.**

Listening	Speaking
<ul style="list-style-type: none"> <li>follows extended oral texts including talks, discussions and lectures on a range of topics</li> <li>comprehends most details from complex discourse on familiar and unfamiliar topics</li> <li>identifies and interprets a broad range of stress and intonation patterns used to achieve specific effects, in a wide range of oral texts</li> <li>draws on sociolinguistic and other cues to infer speaker’s attitude and intentions</li> <li>demonstrates control over nuances and subtleties in the language in a wide range of situations</li> <li>analyses and assesses information gained from spoken communication for relevance and accuracy</li> <li>recognises a wide range of idiomatic and colloquial expressions and how they should be used</li> <li>uses suitable organising formats to order information gained from spoken language</li> <li>takes detailed notes</li> <li>follows the passive voice (eg ‘The logs were chopped up.’), conditionals (eg ‘The grass should grow after the rain.’) and use of abstract nominalised nouns (eg fertilization, cultivation)</li> <li>seeks support to understand particular cultural references or linguistically complex subjects.</li> </ul>	<ul style="list-style-type: none"> <li>engages in extended spontaneous conversations on a range of topics, expressing ideas and opinions with precision</li> <li>gives well-structured presentations with expanding and supporting points of view, handling follow-up questions and interjections well</li> <li>uses a broad vocabulary including idiomatic expressions and colloquialisms</li> <li>uses language flexibly and effectively, applying changes of register for social purposes, expressing thoughts and feelings using such constructions as allusions (eg ‘like a Garden of Eden’) and humour</li> <li>maintains a high degree of grammatical accuracy (eg use of complex tenses and conditionals)</li> <li>discusses significance of cultural perceptions to own and other’s lives</li> <li>checks own interpretation by paraphrasing or summarising or circumlocution to cover gaps in vocabulary or structure</li> <li>monitors own language for relevance and accuracy</li> <li>speaks fluently alongside mainstream peers and code-switches effectively in appropriate contexts.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>reads and interprets a wide variety of lengthy, complex written and visual texts and discusses different interpretations</li> <li>understands how the meaning of a text is changed by the interaction of the reader or viewer, interpreting the text at an inferential level (ie discerns author’s point of view, intent and ideology)</li> <li>develops own strategies for decoding and understanding unknown words across areas of study</li> <li>has a good understanding of symbols and metaphorical language in print and visual texts</li> <li>identifies a wide range of complex language features (eg use of humour and figurative language)</li> <li>recognises cohesive devices in texts</li> <li>understands some key cultural attitudes, beliefs and values in relation to underlying issues and language used in reading/viewing texts</li> <li>comprehends a range of idioms, colloquialisms and other cultural references</li> <li>understands and responds to irony and sarcasm in texts</li> <li>reviews and assesses knowledge gained after reading/viewing</li> <li>re-reads and tracks cohesion within a text to verify understanding</li> <li>understands an extensive range of reading vocabulary and technical terms used across learning areas</li> <li>uses dictionaries, glossaries or other sources to check shades of meaning and increase vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>writes detailed, well-structured texts on complex subjects with confidence, selecting and adapting text types to suit different contexts and purposes that engage the reader’s attention</li> <li>sustains appropriate register for a particular text type, expresses perspective and opinion and draws on own culture and past learning to enhance writing, uses quotes</li> <li>demonstrates a sound command of vocabulary to suit audience and purpose of text using an increasing range of abstract and technical nominalisations</li> <li>uses a wide range of idioms and colloquialisms and some humour and irony for effect</li> <li>has control of spelling for a range of purposes and spells unknown words with some accuracy</li> <li>forms most compound and complex sentences with facility, showing consistent control over grammatical features</li> <li>uses complex punctuation consistently and effectively and consolidates editing skills</li> <li>uses cohesive devices and organisational structure of text type to produce a range of texts, shows control of paragraph structure</li> <li>uses a range of metaphors and imageries effectively</li> <li>consistently plans and refines own writing plan to better suit audience and purpose</li> <li>summarises and synthesises information from a number of sources and uses the information appropriately, using quotes and references with accuracy and skill.</li> </ul>

**Level 8**

The student is a fluent speaker of SAE conversing with facility, using the language flexibly and appropriately for all purposes across a range of contexts, independently comprehends a full range of complex texts across a range of purposes, writes with facility clear, cohesive complex texts choosing appropriate style for purpose and audience using language flexibly and accurately.

Listening	Speaking
<ul style="list-style-type: none"> <li>follows complex arguments on a range of topics comprehending inferences and responding accordingly</li> <li>uses a range of cultural and linguistic knowledge and skills to infer speakers' intentions and attitudes</li> <li>decodes complex texts from across the curriculum with facility using understanding of literary technique</li> <li>identifies and interprets a comprehensive range of stress and intonation patterns used to achieve specific effects in a wide range of contexts</li> <li>recognises and understands vocabulary, text structure and language features through listening and monitors own listening strategies to enhance and sustain communication and meaning</li> <li>comprehends idiomatic expressions, slang, imagery, humour and cultural nuances</li> <li>interprets a range of unfamiliar cultural references in general discourse</li> <li>summarises information from different sources</li> <li>analyses and evaluates quality and validity of information gained from spoken communication and asks relevant and appropriate questions.</li> </ul>	<ul style="list-style-type: none"> <li>produces well-structured speech with ease and confidence, sustains appropriate register</li> <li>follows and contributes to group discussions and puts forward articulate and persuasive arguments in more formal contexts</li> <li>gives presentations on complex topics using formal conventions to an audience unfamiliar with the topic, structuring and adapting the talk to suit the audience, handling all levels of follow-up questions with ease</li> <li>uses a wide vocabulary, which takes into account both audience and purpose</li> <li>shows control of a wide range of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning</li> <li>maintains consistent grammatical control of complex language at all times</li> <li>uses tone, pace, volume and emphasis accurately and appropriately</li> <li>uses fluent and clear speech and code-switches accurately</li> <li>takes account of the sociolinguistic and sociocultural implications of language used by native English speaking peers</li> <li>independently seeks and selects reliable sources to serve as models for spoken English.</li> </ul>
Reading/Viewing	Writing
<ul style="list-style-type: none"> <li>understands a comprehensive range of vocabulary, including abstract and figurative language</li> <li>uses various strategies to decode a wide range of general and technical vocabulary</li> <li>comprehends a wide range of complex language features, following complex cohesive markers across the whole text</li> <li>analyses texts and identifies how they construct and depict gender, race and class stereotypes, bias and prejudices, and offers alternatives</li> <li>recognises the use of emotive or other persuasive language designed to manipulate the reader/viewer</li> <li>explains how a reader's or viewer's cultural background may lead to misinterpretations of a text</li> <li>understands and responds appropriately to humour, irony and satire</li> <li>understands an ever-growing range of dialect features, colloquialisms, idioms and common sociocultural references</li> <li>critically evaluates information and summarises it accurately.</li> </ul>	<ul style="list-style-type: none"> <li>is an independent writer of well-staged extensive cohesive texts</li> <li>formulates thoughts precisely to present a sound argument and offer solutions</li> <li>organises complex texts using a wide range of cohesive devices appropriately and accurately</li> <li>reformulates ideas for emphasis or to avoid ambiguity</li> <li>shows strong command of idioms and colloquialisms</li> <li>incorporates humour, irony, some satire and metaphors/symbols</li> <li>spells unusual and technical words accurately</li> <li>has mastered a wide range of language features, maintaining a high degree of lexical and grammatical accuracy</li> <li>uses complex punctuation effectively and accurately at all times</li> <li>reflects critically on features of own writing and on home language to enhance writing</li> <li>consistently plans and self-corrects, redrafting as necessary</li> <li>independently selects and uses a wide range of resources to research information, critically analysing these for topicality and validity</li> <li>references all sources consistently and accurately.</li> </ul>

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	The student is new to listening in SAE and is new to the concept of listening for specific school purposes, learns the expectations of listening tasks, has good listening skills in the home language, develops phonemic awareness, begins to relate sounds to letters in SAE, relies heavily on extensive support and non-verbal cues.	The student is new to listening in SAE, comprehends a few SAE words and phrases and follows very short, well-spoken oral texts, participates in some simple oral activities by listening and imitating others' actions, responds to non-verbal cues that match their home culture, relies heavily on gestures and visual support.	The student comprehends slow, careful speech, with a sympathetic interlocutor, participates in short face-to-face interactions on familiar topics, understands some non-verbal cues and basic intonation patterns, uses graphics and other environmental cues to aid understanding.	The student gains information from short simple texts on familiar topics, follows simple informal discussions with peers in SAE, responds to social cues and intonation patterns, comprehends some familiar language structures and features of a small range of familiar SAE oral text types.	The student comprehends longer spoken texts in SAE on familiar topics with less dependence on face-to-face communication, recognises the purposes of spoken texts and responds appropriately to context and register, recognises language used in SAE spoken interactions including some common colloquialisms and idioms.	The student comprehends a growing range of spoken texts in SAE on familiar and some unfamiliar topics, understands variations in spoken English according to register, responding appropriately, listens for main points using contextual cues and identifies some colloquial and cultural references.	The student easily comprehends most spoken texts in familiar and some unfamiliar contexts responding by participating appropriately across a range of registers, follows quite lengthy spoken texts identifying persuasive and emotive language and common colloquialisms in everyday interactions.	The student comprehends a wide range of spoken texts relating to personal, social and academic needs across different contexts, responds readily, comprehends a range of extended spoken texts following changes of topic and register in familiar and unfamiliar contexts, understands most cultural references.	The student comprehends complex spoken texts across a wide range of purposes and contexts, responds appropriately and with competence, interprets a range of unfamiliar cultural references in general discourse and comprehends most high-frequency idiomatic language, colloquialisms and cultural nuances.
Intercultural understandings	uses own world view to interpret the new SAE language and culture, begins to identify some differences between SAE and home language.	becomes more aware of differences between own cultural norms and those of SAE, understands SAE appropriate listening behaviours such as turn-taking.	recognises that some words, gestures or intonations may be inappropriate in certain contexts.	attends to and responds appropriately to the speaker in familiar contexts and understands and responds to simple humour in SAE.	responds appropriately in different listening contexts, reacts to humour in SAE and begins to understand some common colloquialisms and idioms.	follows everyday idioms and colloquialisms but may find many cultural references difficult to understand.	with support, can infer the intentions of the speaker and identify simple examples of bias, is developing a wider understanding of colloquialisms and idiom and can detect emotional overtones.	identifies some cultural values or beliefs underlying spoken texts and infers attitude, mood and intentions.	comprehends most colloquial and idiomatic expressions, humour and cultural references specific to a SAE context, uses a range of cultural and linguistic knowledge and skills to infer the speaker's attitudes.
Pronunciation, stress and intonation	begins to distinguish new sounds but may only recognise those present in home language.	is becoming aware of the individual sounds (phonemes) in spoken SAE words.	distinguishes most common SAE sounds, but may have difficulty with those not present in their home language and begins to distinguish a few intonation patterns.	identifies most SAE sounds, stress and intonation patterns and understands their different effects and purposes.	distinguishes SAE sounds and consistently responds to stress, intonation and volume, and understands that they are used for different effects, is able to keep pace with regular speech.	interprets meaning and feelings from intonation, volume and stress, is able to follow subject specific texts at regular pace with support.	identifies when intonation, volume and stress emphasise opinion and emotion.	identifies and interprets a broad range of stress and intonation patterns used to achieve specific effects, in a wide range of oral texts.	identifies and interprets a comprehensive range of stress and intonation patterns used to achieve specific effects, in a wide range of contexts.
Comprehension	begins to understand a few isolated SAE words, some formulaic phrases and simple instructions.	understands a few SAE words, phrases, familiar formulaic expressions and simple instructions, participates in short social exchanges with a sympathetic interlocutor.	participates in short social exchanges with a sympathetic interlocutor, understands simple vocabulary and oral language structures, including open-ended questions.	understands key words and some technical vocabulary, simple word order patterns and short combinations of sentences in familiar contexts, participates in a two-way conversation with a supportive interlocutor.	understands a range of vocabulary across different learning areas and responds appropriately to questions and statements, comprehends and participates in three way interactions on familiar topics.	comprehends main ideas and most details of general spoken discourse, including specialist or technical vocabulary, understands hypothetical and inferential questions on familiar and some unfamiliar topics.	comprehends spoken texts in subject-specific areas understanding the line of complex discourse.	comprehends most details from complex discourse on familiar and unfamiliar topics, follows the passive voice, conditionals and use of abstract nominalised nouns.	follows spoken SAE delivered at normal speed, comprehending abstract and complex ideas even on unfamiliar topics at the level of their English-speaking peers.
Additional language acquisition skills	relies heavily on extensive support and non-verbal clues, needs more time to complete listening tasks, becomes tired easily.	uses bilingual support, if available, and other home language speakers to check comprehension.	uses graphics or other cues to aid understanding, uses bilingual support if available, and peers to elaborate.	has strategies to ask for repetition, asks for help with understanding from teacher and other home language speakers.	uses a range of simple strategies to improve language processing, requests repetition or paraphrasing to assist comprehension.	listens for main points using contextual cues in more complex extended discourse, identifying sequence markers, requests paraphrasing, explanation and extra time for complex topics.	assesses own information needs and purposes before listening, checks accuracy and completeness of information by questions or comparing with peers or other sources of information.	uses suitable organising formats to order information gained from spoken language, seeks support to understand particular cultural references or linguistically complex subjects.	summarises information from different sources, sequences ideas, analyses and evaluates quality and validity of information and asks relevant and appropriate questions.

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	<p><b>The student</b> is new to speaking in SAE and is new to the expectations of spoken interaction in the classroom, observes how to ask questions appropriately but may take a long time before being comfortable and confident enough to interact and participate in speaking activities.</p>	<p><b>The student</b> is new to speaking in SAE, following extensive modelling, uses single words and short, isolated formulaic expressions, pronounces a few learned words correctly, uses home language to assist, practises by imitating, memorising and repetition, uses gestures to communicate immediate needs.</p>	<p><b>The student</b> has sufficient vocabulary to participate in predictable face-to-face interactions and express basic communicative needs with attentive interlocutors, practises words, phrases and pronunciation patterns, relies on gesture to convey more complex meaning.</p>	<p><b>The student</b> uses simple connected spoken text on topics which are familiar or of personal interest for a range of purposes and audiences with support from supportive interlocutors, uses simple common expressions to socialise with appropriate stress and gestures.</p>	<p><b>The student</b> speaks with confidence using SAE in familiar and predictable situations, interacts with supportive interlocutors to begin to express abstract thoughts and feelings to suit audience and purpose, has sufficient vocabulary to describe some unpredictable situations.</p>	<p><b>The student</b> communicates effectively in SAE in situations within own areas of interest for a range of purposes, initiating and staging interactions with some reliance on supportive interlocutors to maintain cohesion, experiments with some colloquial and idiomatic expressions.</p>	<p><b>The student</b> communicates effectively in spoken SAE in familiar and unfamiliar personal and school contexts, independently maintaining interactions and relying on interlocutors only to elicit elaboration or detail, uses common colloquialisms and idiomatic expressions.</p>	<p><b>The student</b> is becoming a fluent speaker of SAE using English appropriately for most purposes across a range of contexts, organising spoken discourse and using effective strategies in interactions with other SAE speakers, uses language flexibly and effectively.</p>	<p><b>The student</b> is a fluent SAE speaker using the language flexibly and appropriately for all purposes across a range of contexts, initiating and participating in all forms of spoken discourse in areas of interest, maintains consistent grammatical control of complex language in all situations.</p>
Intercultural understandings	observes teachers and peers in group activities and learns to recognise how speech conventions are used differently across home language and SAE.	uses understandings of home culture to interpret meaning, establishes basic social contact using home language pragmatics.	uses simple everyday greetings and classroom language, begins to understand that some words/phrases are inappropriate in certain contexts.	socialises using a basic repertoire of language or strategies to maintain a conversation and expresses simple humour and opinions, begins to code-switch between SAE and home language.	is aware of how social interaction may be different between their own culture and that of general SAE speaking conventions, begins to adopt speaking behaviours appropriate to context.	uses SAE conventions for different speaking contexts and uses some colloquialisms, cultural references and humour, code-switches more effectively.	expresses themselves clearly in formal and informal register for different audiences and uses a range of idiomatic and colloquial expressions.	discusses the differences in cultural perceptions and has good command of a range of idiomatic and colloquial expressions, sustains appropriate register.	mediates effectively between speakers of SAE and speakers in their own community, code-switches appropriately, has control of a wide range of idiomatic expressions and colloquialisms, sustains appropriate register.
Linguistic features and structures	produces simple, mainly isolated, words and phrases.	begins to use single words and memorised chunks of high-frequency words and formulaic phrases, repeats words with some accuracy.	begins to use simple oral structures to greet, express needs, produce basic descriptions and recounts, uses familiar repetitive phrases and memorised chunks of SAE speech.	engages in brief exchanges with familiar formulaic phrases, retells a simple story using SAE formulas.	participates in a range of informal and some formal oral activities and contributes personal opinion on familiar topics.	partakes in a wider range of more formal oral activities, justifying points of view and answering unprepared questions on more abstract topics, has variable control over complex grammar.	engages independently in a variety of speaking activities with confidence and speech variation, uses embedded clauses, displays greater control over simple and complex grammatical structures.	maintains a high degree of grammatical accuracy, making language choices to express more complex ideas and opinions on a broader range of topics, accurately, uses complex tenses.	maintains consistent grammatical control of complex language, produces well-structured speech for appropriate purpose and context, engages in formal discussions on complex issues and justifies point of view.
Vocabulary	experiments with routine social words and develops a bank of basic SAE vocabulary.	begins to use a small selection of high-frequency personally relevant nouns, verbs and adjectives.	consolidates and builds on repertoire of high-frequency vocabulary on familiar subjects and has sufficient vocabulary for expressing basic needs.	has sufficient vocabulary to express ideas on a variety of familiar topics or those of personal interest.	has a wide range of vocabulary in areas of frequent use, relying on support in unfamiliar, academic contexts, acquires new vocabulary and phrases from a variety of sources.	develops a range of year-level appropriate technical and some simple figurative language in context.	expands on a broader range of technical words and some figurative language in context with growing accuracy and fluency.	consolidates and expands on a broader range of technical words and figurative speech, is able to use a more sophisticated range of language for humour or to express facts and opinions.	uses a wide-ranging and appropriate lexical resource to convey meaning, uses clear structures, well supported ideas making rare 'native-speaker' like errors.
Pronunciation stress and intonation	attempts to pronounce a few familiar words, practises pronunciation of SAE sounds unfamiliar to the learner.	produces a few learned words and phrases with some comprehensibility, speaks slowly with varying accuracy.	pronounces familiar words clearly for understanding but may have difficulty with sounds not present in their home language.	has increasingly comprehensible pronunciation, intonation and rhythm in familiar and rehearsed activities with varying degrees of accuracy.	has growing control of pronunciation, stress and intonation in most social and some academic contexts.	speaks in most social and academic contexts with varying degrees of accuracy in pronunciation, stress, intonation and volume.	changes meaning by varying intonation, stress, volume, tone and body language, demonstrates fluency in pronunciation, stress and intonation, may have an accent but it does not impede meaning.	speaks fluently alongside mainstream peers, communicates with confidence in SAE, may demonstrate features of home language but these are of no consequence.	uses intonation, tone, volume and emphasis to add meaning, produces speech with clear pronunciation.
Additional language acquisition skills	communicates needs and simple ideas to others using the support of visual cues, home language or dialect, uses other home language speakers to help them respond in the classroom, uses home language predominantly.	practises SAE sounds through repetition, imitation and memorisation, may ask for help from other home language speakers.	practises words, phrases and pronunciation patterns, asks for help to keep communication going.	practises pronunciation, may use the home language and ask for translation of specific words from other home language speakers.	asks for clarification and uses self-correction strategies.	uses world knowledge to understand and use new word, interacts, collaborates and negotiates with peers in planning projects or events.	identifies and practises ways to communicate more effectively, evaluates own use of SAE against given criteria.	checks own interpretation by paraphrasing or circumlocution to cover gaps in vocabulary or structure, monitors own language for relevance and accuracy.	evaluates own language patterns and communicative techniques to enhance and sustain communication, independently seeks out reliable sources to serve as models for spoken English.

	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	The student is new to reading but is beginning to understand that print and images carry a message and records ideas and events, recognises a small bank of familiar words and phrases, observes and copies teachers and peers, uses own world knowledge, experiences and home language to help them	The student is new to reading in SAE, recognises and understands a few familiar words or phrases related to them and their immediate environment, understands that print and graphics carry a message, is beginning to understand the conventions of SAE texts, relies on teacher support and contextual and visual cues for understanding.	The student comprehends and responds to short, very simple SAE texts related to their daily life, with support, recognises a few different text types, begins to understand some symbolic representations in illustrations, develops graphophonic awareness and uses graphophonic and visual cues to gain meaning from texts.	The student comprehends the gist of short, simple written, visual and digital texts for a range of everyday purposes if provided with relevant contextual support, identifies different purposes of SAE texts, recognises basic text organisation and features.	The student comprehends a range of short, well-structured written, visual and digital texts in familiar contexts, identifies main ideas and specific information, begins to interpret information beyond the literal level, understands text organisation.	The student extends their understanding of a growing range of written, visual and digital texts in familiar contexts, understands beyond the literal level, understands more complex text organisation and language features.	The student comprehends a variety of extended familiar and unfamiliar written, visual and digital texts, interprets the information beyond the literal level, compares text organisation and features, interprets complex language used in a range of different texts.	The student comprehends a wide range of written, visual and digital texts in familiar and unfamiliar contexts, evaluates information and interpret texts at an inferential level, understands lengthy complex texts, analyses language use and features.	The student comprehends written, visual and digital texts across personal, social, and academic contexts for a range of purposes, discriminates meaning and interprets texts at an inferential level, analyses the features of long complex texts.
Intercultural understandings	understands that words carry a meaning and thoughts can be written down and read by other people.	makes simple interpretations of familiar texts based on home language, culture and previous experiences.	with support, understands some common cultural references and relates own cultural experiences to text references, begins to understand the variety and registers of texts encountered in everyday life.	is aware of a variety of written texts in social and academic contexts and that they are written for different purposes and audiences.	distinguishes between different forms of writing and how these affect interpretation of texts, recognises the main purpose of simple texts.	understands how texts vary, depending on their purposes and context, identifies common stereotypes, develops some awareness of non-familiar cultural perspectives.	understands formal and informal registers, compares and discusses the effects of different cultural perspectives on the interpretation of texts.	recognises and starts to evaluate how sociocultural references and emotive language manipulate the reader/viewer.	recognises key cultural attitudes and beliefs, evaluates how texts construct gender, race and class stereotypes, explains bias or exhibited prejudice.
Linguistic features and structures	recognises some environmental print, attempts recognition of letters, words and pictures, responds to written and digital texts relying on teacher modelling and support.	views and listens to short simple texts and familiar repetitive phrases in context with support.	interprets some simple formulaic texts in familiar situations, makes meaning from some common visual and digital texts, relies on explicit teacher modelling for reading behaviours and comprehension activities.	reads independently and understands short and simple written and visual texts on familiar topics, uses simple text structures and organisational features to locate information in texts, identifies simple cohesive devices.	reads increasingly complex short texts containing familiar language and structures, is able to access more lengthy and abstract written and visual texts with support.	reads and comprehends more abstract text types, identifies organisational and grammatical features, identifies a greater range of cohesive devices, for linking clauses and sentences.	interacts confidently with texts and contributes to classroom discussions regarding content and structure, makes intertextual comparisons.	reads and interprets a wide variety of lengthy and complex written and visual texts and discusses different interpretations of a text.	reads competently complex texts for social and academic purposes, makes reference to author's manipulation of text type and grammatical structure to suit a range of purposes.
Comprehension	may be in silent period, observes others and relies on visuals, translations, teacher modelling and contextual support.	uses beginning sound and word knowledge to read some short simple formulaic phrases following teacher modelling, makes some personal connections in very familiar texts with cultural relevance.	participates and answers simple 5W questions, identifies and gives simple descriptions making personal connection with a text, reads and understands formulaic phrases, begins to make predictions.	demonstrates understanding of the literal and some inferential meaning of simple texts, predicts simple cause and effect, plot development in written and visual texts with modelling.	develops a greater understanding of the inferential meaning of a wider range of written and visual texts across the learning areas, begins to understand common idioms.	reads and responds to more complex texts by synthesising knowledge of text structure, word knowledge and reading analysis skills, understands more complex idioms.	comprehends longer and more complex texts, recalls, discusses and summarises main idea, answers high-level literal, inferential and evaluative questions and is familiar with figurative language.	clearly engages with complex texts, infers meanings, responds to humour, identifies a greater range of figurative language.	competently identifies and interprets opinions, inferences and connotations, draws comparisons across texts with critical analysis of viewpoints and key concepts represented in texts, comprehends subtle humour and sophisticated figurative language.
Codes and conventions	begins to learn sound/symbol relationships, begins to sound familiar words using decoding skills.	uses some letters and sounds for reading in SAE, recognises upper and lower case letters, distinguishes between numbers and letters.	draws on beginning graphophonic skills to decode simple SAE words.	continues to develop competence in decoding strategies if provided with relevant contextual support, develops an awareness of word families and affixes and an increased knowledge of visual text conventions.	consolidates understanding of effective decoding strategies, including the ability to identify a variety of reading/viewing conventions with increasing accuracy.	decodes more complex vocabulary using known spelling patterns, affixes and suffixes to make sense of unfamiliar words.	recognises persuasive techniques in visual texts, such as in advertising and in propaganda, shows sound understanding of literary techniques in a variety of text types.	uses reading/viewing strategies to decode a wide range of social and academic texts effectively.	decodes complex texts from across the curriculum with facility using understanding of literary technique.
Vocabulary	draws on home language for understanding and develops a small bank of high frequency vocabulary using visual cues, begins to recognise single words when listening to a text.	continues to build a bank of high frequency words in SAE, continuing to use home language to make meaning.	has a small range of vocabulary associated with daily life or in areas of special interest, uses a photo, bilingual or simple English learner's dictionary.	develops a wider range of vocabulary, relies on visual support for new words in areas of study or interest.	develops a wider range of general and technical vocabulary, relies on visual support for new words in areas of study or interest.	expands specialised and technical vocabulary across learning areas, begins to understand simple figurative language, uses a developing metalanguage.	recognises author's choice of descriptive language to imply opinion, emotion and inference, continues to build technical vocabulary, further develops metalanguage to talk about text types and organisation.	understands an extensive range of reading vocabulary and technical terms used across learning areas.	understands a comprehensive range of reading vocabulary, including abstract words and figurative language at the level of mainstream peers.



	Beginning levels			Emerging levels		Developing levels		Consolidating levels	
	1a	1b	2	3	4	5	6	7	8
General statement	The student is new to writing but understands the importance of learning to write, may have no experience with writing materials, letters may be inconsistently formed, differentiates between simple punctuation and letters, differentiates between letters and numbers, begins to copy written text.	The student is new to writing in SAE, with support, writes very simple phrases and sentences related to personal contexts, begins to understand the conventions of writing in SAE, becomes familiar with the Romanised script, uses models and formulaic patterns to support writing.	The student with support, writes simple phrases and sentences on familiar personal or school topics, uses basic sentence patterns, links ideas with simple conjunctions, spells a few familiar words accurately, understands that writing has different purposes, may use home language to organise thoughts before using SAE.	The student writes a small range of modelled texts on familiar content related to personal or study contexts, uses simple clauses or sentences and a small range of linking words to demonstrate cohesion, spells frequently used words accurately, understands the organisation of a small number of basic text types.	The student writes a variety of straightforward texts on familiar topics related to their social or school life, demonstrates growing control of basic language and grammatical features, organising information into cohesive paragraphs, spells common everyday words accurately, uses a basic repertoire of text types.	The student writes a range of text types on common topics with growing accuracy, has increasing control of grammar and language use, uses a range of cohesive devices to link ideas across sentences and paragraphs, demonstrates growing control of the structure of a range of text types.	The student writes a full range of clear, detailed texts for a variety of purposes and audiences, gains control over grammar and begins to use some sophisticated language features, uses appropriate structures to organise their ideas, uses conventions of the appropriate text type.	The student independently writes clear, accurate texts on complex topics, has control over complex grammar, uses language features effectively, uses well-organised and appropriate structure, selects and adapts text types to suit different contexts and appropriate to audience and purpose.	The student writes with facility, clear, well organised complex texts with a logical structure across a wide range of personal and academic contexts, has control over a wide range of grammatical features and structures to suit purpose and audience.
Intercultural understandings	understands the difference between letters and numbers, understands writing in SAE runs from left to right, top to bottom.	recognises the difference between SAE and home language texts.	is becoming aware of the differences between writing in home language and SAE.	is becoming aware of text layout, may transfer home language knowledge of text structures to SAE.	writes with more understanding of how cultural interpretations can influence writing.	writes with awareness of the differences in register between home language and SAE.	develops an understanding of the differences in formal and informal register between home language and SAE.	sustains appropriate register for a particular text type, expresses perspective and opinion draws on own culture and past learning to enhance writing, uses quotes.	uses SAE cultural effects, reflects on home language to enhance imagery in SAE writing, code-switches efficiently.
Linguistic features and structures	attempts to write simple words with upper/lower case letters.	with support, attempts to write familiar phrases and simple sentences with limited grammatical accuracy.	participates in jointly constructed writing activities using simple text-type frameworks, uses simple grammatical devices, and understands that paragraphs are a key organisational structure.	begins to organise ideas into paragraphs, uses basic grammar accurately with initial control of sentence structure, conveys ideas with emerging awareness of audience and purpose.	writes longer compound and some complex sentences using some cohesive devices, organises ideas into structured paragraphs, develops more sophisticated use of tenses and nominalisations.	writes in more detail across most text types, adheres to text structure more effectively, using more grammatical devices.	gains control over a range of grammatical features at sentence, paragraph and text level, writes with personal opinion more consistently, uses nominalisations with effect.	shows consistent control of grammatical features at sentence, paragraph and text level, uses a wide range of cohesive devices and abstract and technical nominalisations.	has mastered a wide range of language features and structures to produce coherent and well-structured texts, uses a wide range of simple compound and complex sentence structures accurately.
Vocabulary	possesses a limited vocabulary of high-frequency words.	begins to write words from concrete classroom experience.	has a simple range of vocabulary associated with familiar experiences, develops familiarity with some learning area specific vocabulary.	uses common vocabulary, some explicitly taught subject-specific words, and specialised vocabulary of personal significance.	begins to select from a greater range of vocabulary for description, uses an increasing repertoire of subject-specific vocabulary, begins to use simple figurative language.	experiments with a selection of suitable words for text type, enhances descriptions with some sophisticated vocabulary.	uses a wide range of vocabulary appropriate for audience, purpose with few errors.	demonstrates a command of technical and subject-specific academic vocabulary appropriate to suit audience and purpose.	uses specialised word forms accurately, employs a wide ranging and appropriate lexical resource, including non-literal and idiomatic expressions, incorporating irony, humour and some satire.
Spelling	becomes familiar with writing the English alphabet and attempts letter formation, however letters may be inconsistently formed.	spells name and some other personal details correctly.	spells some familiar words with growing accuracy, applies increasing knowledge of graphophonics.	spells words with common patterns and some subject-specific words with reasonable accuracy, using learned spelling structures.	spells most frequently used words accurately and uses a range of spelling strategies to spell unknown words.	spells familiar words accurately and uses a range of spelling strategies to write more complex words.	generally spells accurately and expands formal register.	spells most words accurately and is beginning to spell unusual, technical and unknown words with growing accuracy.	has consistent control over spelling, including unusual and technical words.
Punctuation	begins to recognise that capital letters and full stops show the beginning and end of sentences.	starts using capital letters and full stops.	follows models to use basic punctuation such as capital letters, full stops and question marks with varying accuracy.	uses correct punctuation including capital letters, full stops and commas, applies quotation marks for dialogue with increasing accuracy.	experiments with indirect speech, correctly uses possessive forms and experiments with exclamation marks, commas and colons.	uses apostrophes and quotation marks correctly, includes questions with effect in academic texts.	demonstrates control of punctuation, uses direct and indirect speech accurately.	uses punctuation accurately across all text types.	uses a wide range of complex punctuation accurately and effectively, employs accurate referencing.
Editing	is becoming aware that writing has a consistent meaning and can be read and re-read.	translates word for word from home language into English, copies writing, uses a bilingual picture dictionary, may be a competent writer in home language.	uses home language support if available, uses picture or bilingual dictionary.	plans before writing tasks, attempts to edit own work, uses a bilingual dictionary or thesaurus to increase vocabulary.	generates ideas before writing, incorporates information from a few sources, writes a first draft and edits.	plans, edits and proofreads effectively, uses a dictionary, thesaurus or electronic media to increase vocabulary.	consistently plans, edits and refines own writing, uses information from a range of sources.	edits at whole text level for coherence, precision and clarity, checks appropriate use of vocabulary, spelling and grammar.	consistently plans, self-corrects and redrafts, uses a wide range of resources to research information, cites references and incorporates quotations accurately.



<b>Aboriginal English</b>	a rule-governed dialect spoken by Aboriginal people across Australia. Aboriginal English shares many linguistic features with English and has distinct cultural conceptualisations shared with Aboriginal languages. Variations of Aboriginal English, mainly in stress, intonation and vocabulary, are common across Australia
<b>Aboriginal languages</b>	250 known Aboriginal languages used across Australia before British colonisation. Today many Aboriginal languages are being revived
<b>auxiliary verb</b>	a verb that accompanies the main verb of a clause (eg <i>be, have, do</i> – ‘I am writing’, ‘She has written’, ‘Did you write that?’)
<b>bidialectal</b>	being able to speak, read and/or write in two dialects of the same language
<b>bilingual</b>	being able to speak, read and/or write in two different languages
<b>circumlocution</b>	using more words than necessary to describe one thing or concept (eg ‘That thing that is used to drive your car’ – for ‘wheel’)
<b>code-mixing</b>	using two or more languages within one context, hybridising language (eg ‘I’ll have a coffee, s’il vous plait’ – ‘please’ in French)
<b>code-switching</b>	being able to switch from one language/dialect to another to suit the situation, audience and context
<b>colloquialism</b>	expression that uses familiar or informal language rather than formal language context (eg ‘I wasn’t born yesterday.’)
<b>comparative</b>	word or suffix involving the comparison of two items (eg <i>more beautiful than, closer than</i> )
<b>complex sentence</b>	a sentence with an independent clause and one or more dependent clauses; connected by a conjunction (eg <i>because, since, after, although</i> ) or a relative pronoun (eg <i>that, who, which</i> ) (eg ‘The telephone rang as I was walking out of the room.’)
<b>conjunction</b>	word that joins sentences, phrases or clauses. A conjunction signals the logical relationship between the two joined components (eg <i>and</i> [additive]; <i>but</i> [contrastive]).
<b>content word/s</b>	word that provides the main content meaning in a text (eg <i>pollution</i> )
<b>context-reduced</b>	where there is a lack of direct connections to a real-life situation for the student. A context-reduced learning activity has minimal physical, visual or other teaching aids to help students make meaning
<b>coordinating conjunction</b>	joins two independent clauses (eg <i>and, but, for, nor, or, so, yet</i> )
<b>creole</b>	term used by linguists to describe a pidgin which has become the first language of a community
<b>critical literacy</b>	analysis and questioning of texts to outline values and beliefs embedded in text(s) in order to position the reader
<b>dialect</b>	a variety of language which reflects important social, cultural and cognitive idiosyncrasies of its speakers; like SAE, non-standard dialects, such as Aboriginal English, have their own rules governing word usage, pronunciation, forms, meaning, sentence structure and pragmatics

<b>exploratory talk</b>	'thinking aloud' to clarify and explore thought processes
<b>field</b>	refers to the topic or subject matter in a text
<b>graphophonics</b>	relationship between sounds and symbols within written words
<b>home language</b>	the language spoken at home. This could include a dialect, a language or any combination of languages spoken at home
<b>idiom</b>	phrase that cannot be taken literally; unlike a metaphor which can be worked out by its relationship with something else, an idiom must be learned (eg 'My dog croaked.' = 'My dog died'. or 'It was a piece of cake.' meaning 'It was easy'.)
<b>implied meaning</b>	implicit or suggested meaning which is not stated directly
<b>interlanguage</b>	term used to describe the temporary mixing of a student's first language with the target language which occurs in the process of additional language learning (eg 'Me come now.')
<b>interlocutor</b>	someone who takes part in a conversation
<b>kinesics</b>	term which describes non-verbal communication such as facial expression and body gesture (eg a smile or a frown each of which communicates meaning)
<b>Kriol</b>	the creole based on English used by many Aboriginal people in the northern parts of Western Australia and the Northern Territory which incorporates English words, and words and grammatical features from Aboriginal languages (eg object marking)
<b>language</b>	a human system of communication whether oral, written and/or signed
<b>lexical item</b>	word, vocabulary item
<b>literal meaning</b>	word-for-word meaning (not an idiom or metaphor)
<b>metalinguage</b>	words and phrases used to talk about conventions and use of language (eg <i>sentence</i> , <i>clause</i> , <i>cohesive device</i> )
<b>modal verbs</b>	verbs used to describe a degree of probability, ability, obligation and advice, permission or refer to a habit
<b>mode</b>	channel of communication which can be either spoken or written (eg <i>speaking</i> , <i>listening</i> , <i>reading/viewing</i> , <i>writing</i> )
<b>morphology</b>	describes how words are formed (eg <i>hope-less-ness</i> , <i>mis-understand</i> )
<b>multi-modal text</b>	a text combining two or more modes of communication (image and spoken text; film and voice-over)
<b>nominalisation</b>	the use of a noun phrase instead of a verbal construction or subordinate clause (eg <i>invent/invention</i> , <i>construct/construction</i> )

<b>non-standard dialect</b>	a dialect that has not been standardised through the production of dictionaries and grammar books
<b>orthography</b>	written method of language - including spelling, capitalisation and punctuation rules
<b>paralinguistics</b>	term that refers to all aspects of communication that do not involve words (eg body language, variations in pitch and loudness such as intonation [at the sentence level] and stress [at the word level])
<b>phoneme</b>	smallest unit of speech that can be used to change a word into another word (eg <i>sounds /c/ and /m/ in 'cat' and 'mat' are two different phonemes</i> )
<b>phrasal verb</b>	consist of verb + adverb (eg 'to call something off' – 'to cancel') or verb + preposition (eg 'to chip in' – 'to help')
<b>pidgin</b>	temporary and simplified code of communication which develops when speakers of different languages come together to interact with each other
<b>pragmatics</b>	how language is used in communication, in particular, the relationship between an utterance and its context – understanding someone requires more than just knowing the meanings of the words and grammar used; it requires an understanding of how language is used depending on different social and cultural contexts
<b>prefix</b>	word or morpheme placed in front of another word to add to or change its meaning (eg <i>overcome</i> , <i>miscommunication</i> , <i>unusual</i> )
<b>preposition</b>	word denoting position (eg <i>under</i> , <i>between</i> )
<b>pronoun</b>	word used to replace a noun or noun phrase, including personal pronouns (eg <i>I</i> , <i>you</i> , <i>he</i> , (reference item) <i>she</i> , <i>it</i> , <i>we</i> , <i>they</i> ); possessive pronouns (eg <i>my</i> , <i>your</i> , <i>his</i> , <i>her</i> , <i>its</i> , <i>our</i> , <i>their</i> ) and relative pronouns (eg <i>who</i> , <i>whom</i> )
<b>prosodics</b>	relates to the non-verbal aspects of spoken language (eg variation in syllable length, loudness, pauses, pitch and the choice of pitch level of speech sounds) – this feature in SAE can be seen in the rise in pitch and stress at the end of a clause or sentence which may traditionally be associated with a questioning intonation (eg 'The other day?')
<b>proverb</b>	short, popular saying particular to language groups which conveys a moralistic message (eg 'Birds of a feather flock together.' – meaning that people who think alike tend to spend time with people just like them)
<b>realia</b>	objects from real life
<b>schema</b>	organisational or conceptual patterns in the mind that develop from experience and are subsequently imposed on the interpretation of reality
<b>semantics</b>	study of the meanings attached to words and sentences

<b>sentence</b>	group of words or clauses that usually contains a finite verb
<b>silent period</b>	time during which some additional language/dialect students do not communicate verbally – this occurs before they begin to speak in the target language
<b>Standard Australian English</b>	the Australian English standardised through the Macquarie dictionary and grammar books, applied in formal settings and academia
<b>standard dialects</b>	standard dialects of English include Australian, American and British Standard Englishes
<b>structural word</b>	word that establishes grammatical relationships (eg article, conjunction, preposition, pronoun, auxiliary verb)
<b>subordinating/conjunction</b>	joins a dependent clause and a main clause
<b>suffix</b>	morpheme added to the end of a word to add or change its meaning and/or word class (eg <i>demonstrate</i> [verb] – <i>demonstration</i> [noun])
<b>superlative</b>	word involving comparison of more than two items, to the highest degree or quality (eg the best, the smartest, the most intelligent)
<b>synonym</b>	word which has a similar meaning to another word (eg <i>fast/quick</i> )
<b>syntax</b>	ways in which words are combined to form grammatical sentences
<b>tag question</b>	short question used at the end of statements to confirm that something is accurate or not to seek a reply from the listener (eg ‘He is happy, isn’t he?’)
<b>tense</b>	part of the verb group that reflects the time (eg the past, present or future) – can be indicated by a suffix (eg <i>call</i> [present] → <i>called</i> [past] → <i>calling</i> [progressive]) or realised with a change in the form of the verb (eg <i>eat</i> → <i>ate</i> ; <i>sleep</i> → <i>slept</i> ) or in the auxiliary verb (eg <i>will eat</i> ; <i>did go</i> ; <i>has bought</i> )
<b>text connective</b>	word or phrase that connects sentences or paragraphs, and signals a rhetorical function (eg explaining – <i>namely, for example</i> ; ordering – <i>firstly</i> ; adding – <i>moreover</i> ; contrasting – <i>on the other hand</i> ; causing – <i>as a result, because</i> ; affecting – <i>consequently</i> ; concluding – <i>hence, finally</i> )
<b>text type</b>	type of text with a particular purpose and structure, often referred to as a genre (eg discussion, report)
<b>three cueing systems</b>	graphophonics, syntax, semantics
<b>two-way</b>	equal recognition and sharing of two ways of interpreting knowledge and experience, usually as expressed by Aboriginal and non-Aboriginal speakers but can be applied to speakers of any two different linguistic and cultural backgrounds

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