



Department of  
**Education**

# **EAL/D PROGRESS MAP**

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

**Middle Childhood**  
**Years 3 to 6**

ISBN: 9780730745532  
SCIS No: 1672512

© Department of Education WA 2015



|   |           |
|---|-----------|
| EAL/D Progress Map Introduction .....                 | 01        |
| Who are EAL/D students? .....                         | 02        |
| Considerations for supporting EAL/D students .....    | 03        |
| Students who have had limited schooling .....         | 04        |
| Aboriginal EAL/D students .....                       | 05        |
| Essential elements for effective EAL/D teaching ..... | 06        |
| EAL/D teaching, learning and assessment model .....   | 07        |
| EAL/D and scaffolding language learning .....         | 08        |
| Approaches to EAL/D teaching and learning .....       | 09        |
| How to use the EAL/D Progress Map .....               | 10        |
| <b>Listening .....</b>                                | <b>11</b> |
| Mode overview .....                                   | 12        |
| Assessment pointers .....                             | 13        |
| Observation guide .....                               | 21        |
| <b>Speaking .....</b>                                 | <b>22</b> |
| Mode overview .....                                   | 23        |
| Assessment pointers .....                             | 24        |
| Observation guide .....                               | 32        |
| <b>Reading/viewing .....</b>                          | <b>33</b> |
| Mode overview .....                                   | 34        |
| Assessment pointers .....                             | 35        |
| Observation guide .....                               | 44        |
| <b>Writing .....</b>                                  | <b>45</b> |
| Mode overview .....                                   | 46        |
| Assessment pointers .....                             | 47        |
| Observation guide .....                               | 56        |
| Glossary .....  | 57        |
| Resources .....                                       | 61        |

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.

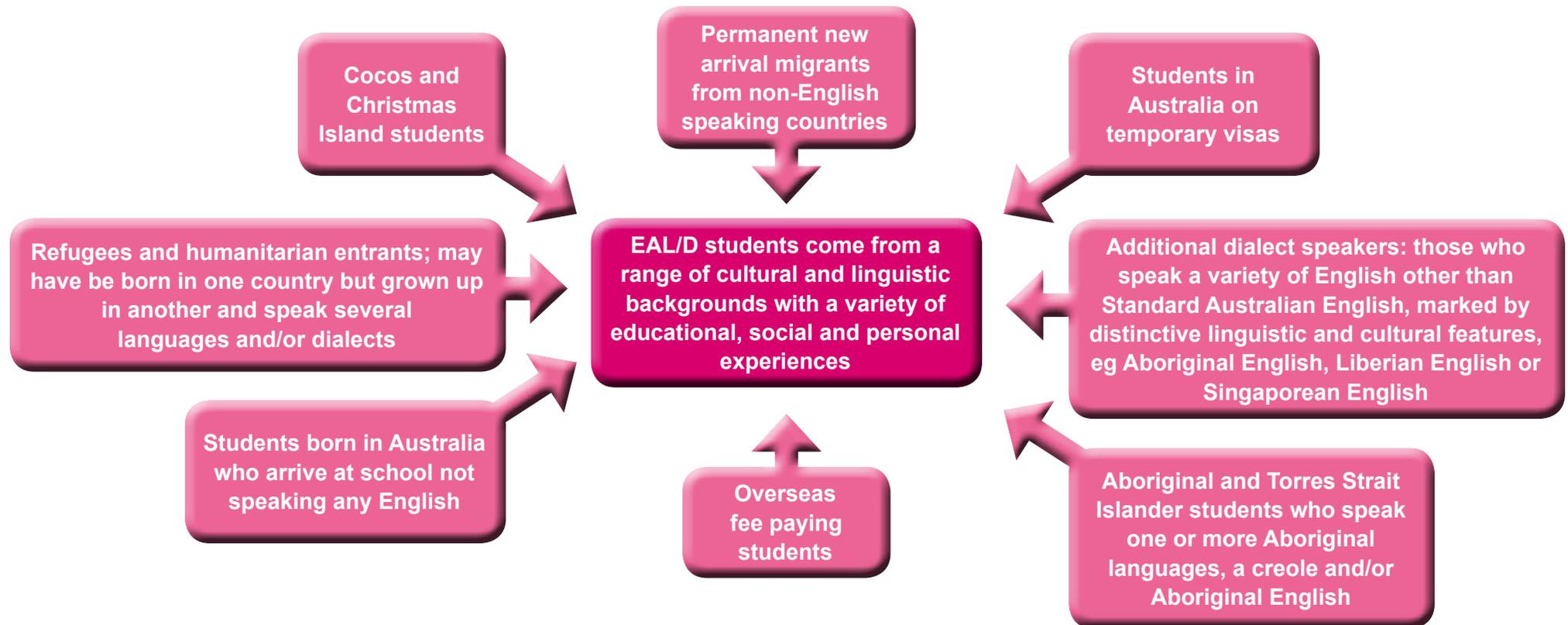
Based on current research into additional language/dialect acquisition, the EAL/D Progress Map acknowledges that EAL/D students develop SAE along different pathways and at varied rates. These rates of progression are organised through the phases in language learning development: beginning, emerging,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

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 require targeted, structured and explicit language support to develop their 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 a 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 the 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.

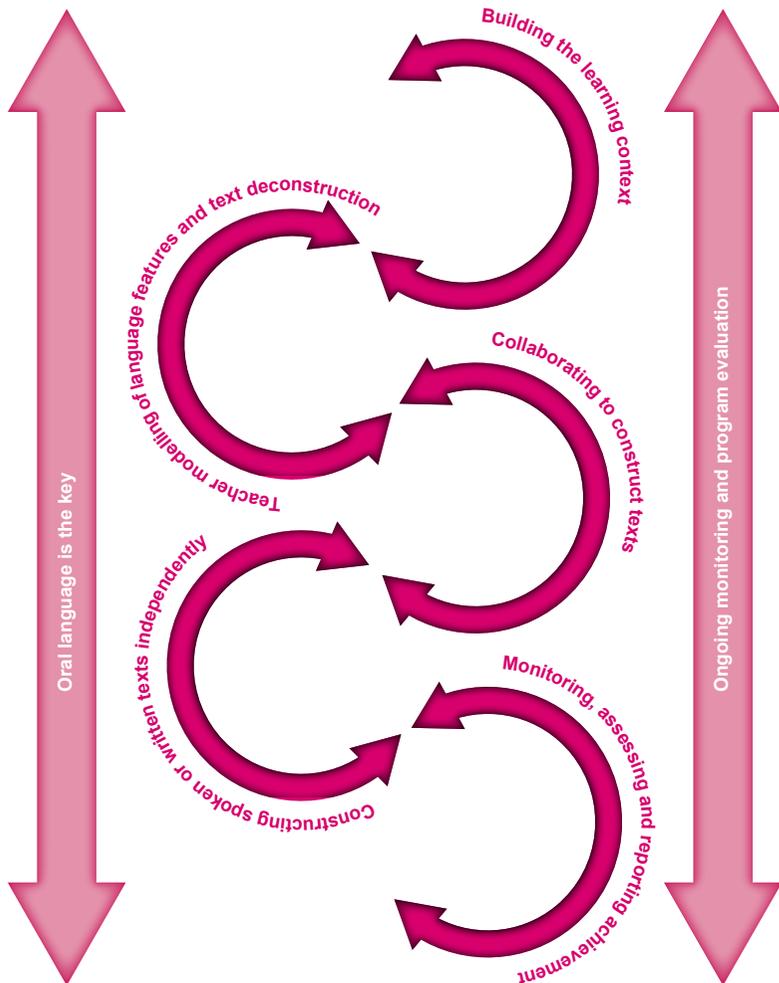
## Visuals

- 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.

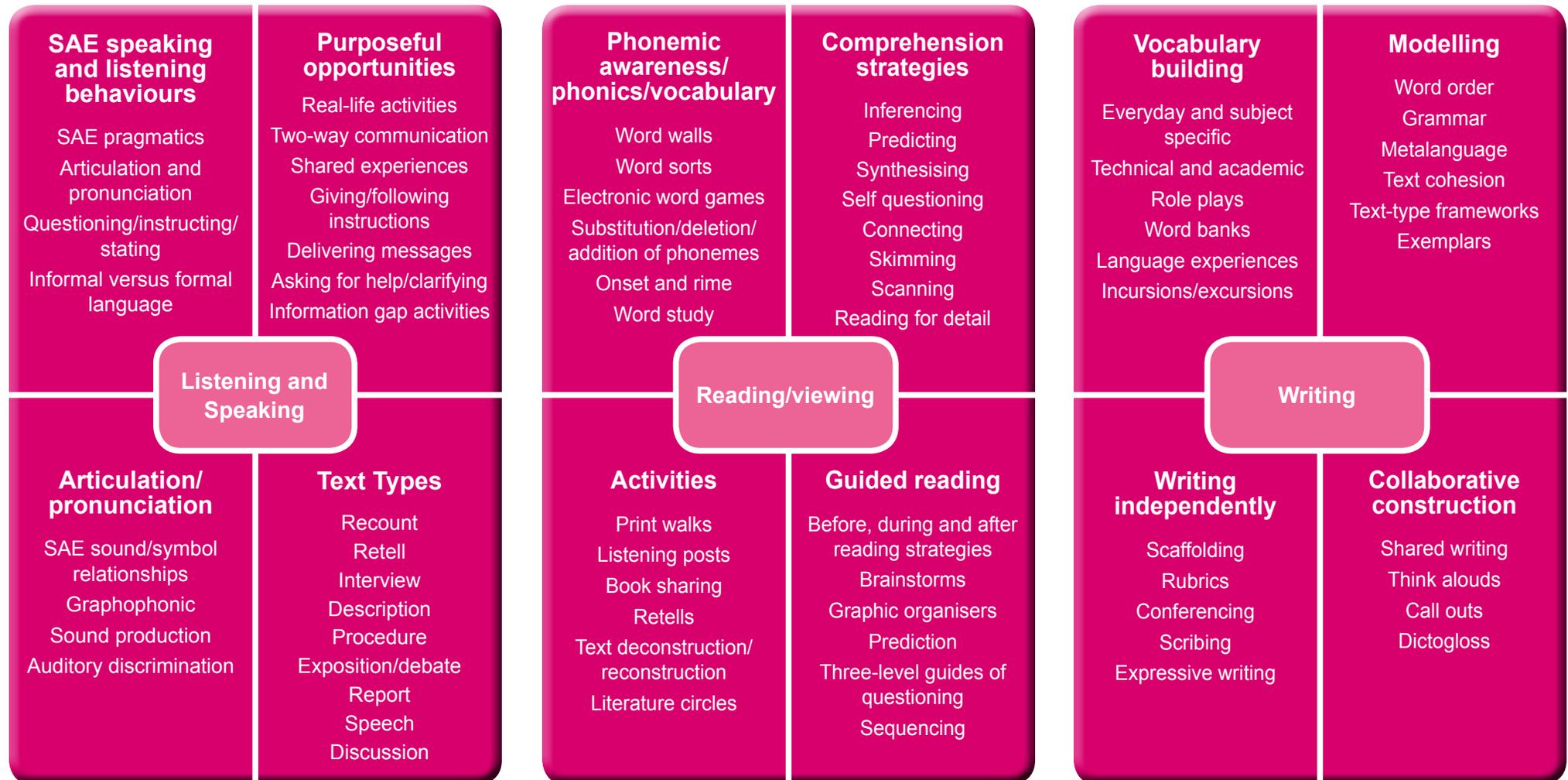
## Constructing spoken or written texts independently

- 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.

New SAE language learning needs to be scaffolded continually as understanding and language development progresses and becomes more complex. Learning introduced at the beginning becomes embedded with repeated practice. It is important to move students from informal to formal language and from spoken to written texts. Oral language activities reinforce all reading and writing activities.



### Beginning

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

#### At this level teachers should

- create a supportive, nurturing environment where students can take risks with their learning
- allow processing time and encourage attempts at speaking, reading and writing
- explicitly teach the concept of print and provide the time to learn a new script, orientation and conventions
- develop understandings about the language and behaviours needed for social and educational interaction
- explicitly teach the metalanguage to assist students to explore differences in structures, features and conventions in both SAE and home languages or dialects
- select authentic materials and resources that are appropriate to the student's language needs and cognitive ability
- ensure a balanced range of class, group and individual activities
- provide opportunities for students to respond as a group rather than individually
- support the teaching and learning with visuals, gestures, contextual clues and voice
- explicitly model graphophonic patterns and rules, including sounds and symbols, simple blends and digraphs
- limit listening time and articulate clearly using short phrases
- provide opportunities for recycling language for different purposes and contexts
- promote the maintenance of the home language through shared experiences, bilingual or dialectal talking books and multimedia applications and programs
- explicitly teach SAE vocabulary, grammar and syntax in context.

### Emerging

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

#### At this level teachers should

- continue to create a comfortable, nurturing environment to build student's confidence to take risks with their learning
- provide opportunities to develop handwriting, spelling, word patterns and meaning in the context of writing
- provide informal opportunities and structured tasks for student to use the home language
- continue to provide visual cues, gestures and prompts to support student learning
- teach metalanguage to explore similarities and differences between the home language and SAE
- continue to focus on phonemic awareness, pronunciation of new words, stress, syllables and sounds
- provide opportunities for SAE practice in a variety of contexts
- select high-interest and age-appropriate tasks
- explicitly teach SAE text structures, language features and vocabulary within a meaningful context
- plan activities for students to build on sight words and subject-specific vocabulary
- provide opportunities for student to expand on known text structures (poems, brochures, advertisements), and to recognise and write personal texts, messages, letters, emails, lists
- support students with planning, writing and editing of basic text types using explicitly modelled, labelled and illustrated frameworks (eg recounts, retells, reports)
- focus on language conventions and how they assist the reader (eg punctuation)
- model and encourage the use of predicting, using key vocabulary, skimming, scanning, summarising and restating
- use multimedia to support language acquisition
- provide positive and constructive feedback to encourage students to experiment with language.

### Developing

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

#### At this level teachers should

- provide opportunities for students to engage in speaking and listening for social and academic purposes
- explicitly teach features of SAE spoken register for different purposes, contexts and audiences
- scaffold the transition from oral to written texts through group discussions, thinking out loud and partner work
- introduce new subject-specific vocabulary in context
- speak clearly, ask questions to check for understanding and model clarifying questions
- build on SAE vocabulary, grammar, literary devices and meaning across the curriculum
- provide opportunities to frequently practise and recycle new content-related vocabulary
- explicitly teach SAE text structures in context and provide opportunities for students to engage in writing with attention to text types, audience and purpose
- model planning and editing strategies and assist students with the editing process using SAE metalanguage
- provide opportunities to predict, draw simple inferences and conclusions using SAE metalanguage
- make SAE language features assessment criteria explicit to students, providing checklists and rubrics and providing positive and constructive feedback.

### Consolidating

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

#### At this level teachers should

- provide a wider range of SAE listening, speaking, reading/viewing and writing experiences across the curriculum
- continue to teach SAE vocabulary in context, introduce abstract words, conditionals and nominalisations
- reinforce summarising, note taking and recording of information paying attention to main ideas
- create opportunities for students to discuss the purpose, audience and appropriate form and content of different oral and written text types
- demonstrate the effective use of literary devices such as metaphorical and emotive language and how it positions the listener, reader and/or viewer
- provide real-life tasks for student to code-switch according to purpose, audience and context
- clarify tasks and assessment criteria and provide support and constructive feedback to students
- reinforce editing strategies using SAE metalanguage
- provide opportunities for unstructured personal writing in SAE.

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

- Middle Childhood Years 3 - 6

### 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 inform 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 which are readily incorporated into any learning program across the curriculum, benefiting all students.
- The EAL/D teaching, learning and assessment model provides the ideal structure by which to model, scaffold and support independent language learning.
- Refer to the middle childhood approaches to teaching and learning for suggestions.

### Assessment

- Refer to the observation guides and the 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 of the Department of Education website. This provides an alternative to the mainstream English report.
- There are short level descriptions that 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.

# Listening



|  | Mode statement   | Beginning levels   |   | Emerging levels   |  | Developing levels   |   | Consolidating levels  |  |
|--|--|--|---|---|--|---|---|---|--|
|  |  | 1  | 2   | 3   | 4  | 5   | 6   | 7   | 8  |
|  |  | Level description  | Level description   | Level description   | Level description  | Level description   | Level description   | Level description   | Level description  |
|  | The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when listening with purpose in a wide range of situations.               | <b>The student</b> is new to listening in SAE, begins to recognise isolated words and guesses at meaning, relying on context, visual cues, gesture and extensive support.              | <b>The student</b> begins to comprehend some basic vocabulary, simple formulaic language and common greetings with ongoing support.   | <b>The student</b> comprehends short simple texts, develops awareness of SAE listening protocols with continued support.  | <b>The student</b> comprehends an increasing range of social and some subject-specific vocabulary and purposes, engaging in more active clarification of meaning with continued support.                       | <b>The student</b> extracts relevant information from a wider range of SAE contexts and situations and cues into more complex spoken text structures and academic language with minimal support.    | <b>The student</b> comprehends and organises information from increasingly formal and extended discourse and begins to use inference with minimal support.  | <b>The student</b> comprehends and critically interprets oral SAE in most social and academic contexts with greater control, relying on a structured language program.  | <b>The student</b> comprehends complex spoken SAE in formal and informal social and academic contexts, and develops critical listening skills with greater control and independence. |
|  | The student applies intercultural understandings of increasing complexity to make meaning from SAE interactions and spoken texts.  | uses own world view to understand SAE culture and language.  | begins to develop awareness of some common SAE listening practices and contexts and distinguishes the sound of SAE from other languages.                                      | understands some differences between the home language and culture and SAE language and culture and how this affects interactions.                              | develops awareness of SAE text purpose, changes in register and expectations of the listener as new contexts and situations are experienced.   | identifies a greater range of oral SAE text types and considers how text structure, interpersonal and cultural contexts influence meaning and communication.  | listens and communicates with confidence in most common learning and social situations with greater cross-cultural understandings.  | identifies some non-literal language and key cultural references in spoken SAE, as new contexts and situations are experienced.   | interprets SAE oral texts at an inferential level, demonstrating an understanding of how values, perspectives and feelings are expressed through spoken SAE.                         |
|  | The student comprehends and responds to a variety of SAE spoken texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops. | listens to the sound of SAE, observes and guesses at meaning, takes cues from context, gesture and voice tone, and begins to recognise some high-frequency words and common greetings. | becomes aware of SAE sounds, stress and intonation and begins to comprehend clearly spoken simple formulaic phrases, routine social language and a bank of common vocabulary. | comprehends short, simple SAE texts, statements, instructions, questions and commands, builds a strong basic foundation of vocabulary and cues into SAE sounds. | comprehends an increasing range of social and some SAE subject-specific vocabulary, identifies main ideas and some detail in extended SAE conversation, and begins to follow common colloquialisms and idioms. | listens for relevant detail and comprehends spoken SAE from different speakers in a wider range of academic and social situations, cueing into more complex SAE language structures and inferences. | comprehends and organises information from a broader range of speakers and extended texts, interpreting mostly at the literal level with some awareness of nuance, humour, metaphor and emotive emphasis. | comprehends oral SAE in most social and academic contexts at a more critical level, interpreting complex language features and text organisation with greater control, understands inferences in a variety of contexts. | comprehends complex spoken SAE features and structures in informal and formal social and academic contexts, recognising degrees of certainty, fact and opinion.                      |
|  | The student reflects on the way SAE works, selecting from a growing repertoire of processes and strategies to support listening and comprehension in SAE.  | relies on gesture, contextual and visual cues, clear speech of limited text density and additional processing time.  | uses contextual cues, known SAE vocabulary, learnt language formulas and assistance from teachers, peers and home language speakers.  | begins to seek repetition and clarification building on growing bank of vocabulary and modelled grammar to engage more actively in listening.                   | learns new vocabulary and content through listening with continued EAL/D support, engaging more actively in clarification with the speaker.  | draws on an expanding range of content vocabulary and discourse markers to sustain comprehension of extended oral texts and seeks clarification.  | reflects on, and assesses content of spoken texts for relevance and accuracy, makes meaning from common suffixes and seeks clarification.   | monitors own listening in SAE for relevance and accuracy, links ideas across texts and between SAE and home language and actively addresses misunderstandings.  | recognises and understands vocabulary, text and language features through listening, and monitors own listening strategies to enhance and sustain communication and meaning.         |

## Level 1

The student is new to listening in SAE, begins to recognise isolated words and guesses at meaning, relying on context, visual cues, gesture and extensive support.

### Intercultural understandings

- begins to understand and respond to familiar SAE verbal and non-verbal greetings and gestures (eg 'Hello', 'bye', waving indicating 'come here')
- demonstrates understanding of some spoken SAE using gesture, movement or facial expressions (eg student shrugs shoulders to communicate not knowing)
- might understand the literal meaning of what is being said but not necessarily the cultural nuances
- relies heavily on contextual support and visual cues to clarify and make meaning
- requires more time to process information and respond
- relies heavily on home culture and language to make meaning
- initially uses listening conventions and protocols from own cultural background
- becomes aware that others may speak a different language or dialect
- begins to cue in to familiar sounds and words, such as their name, the lunch siren or class bell for attention
- lacks familiarity with most school contexts if from a limited schooling background.

### Linguistic features and structures

- participates in group learning activities by copying from others (eg action songs, games, rhythm and chants)
- listens to simple repetitive SAE texts and responds by giving single word or non-verbal responses including pointing at pictures
- identifies single items of information from short spoken SAE texts, in a known context (eg 'Point to the three little circles.')
- listens and responds to familiar key words and phrases when engaging in dialogue (eg about self, family, friends, personal feelings 'I like pizza', 'I feel sad'.)
- becomes aware of SAE listening behaviours by imitating and observing teachers and peers closely

- follows school routines and simple instructions provided orally with visual support and gestures (eg 'Sit down', 'Line up', 'Put your hand up', 'Time for the bus')
- begins to demonstrate some understanding of changes in speaker's intonation and stress patterns when the context is obvious.

### Vocabulary

- understands a small selection of familiar SAE nouns, verbs and adjectives which are supported by pictures.

### Clarification

- seeks clarification using gesturing, mimicking and/or single words (eg shrugs shoulders, shakes head, responds with one word answer 'what?').

### Questioning

- gives one or two word responses (eg 'Are you cold?' 'Yes/No')
- responds to simple directives (eg 'Show me your book')
- understands exchanges of information on familiar content using single words (eg 'What colour is the pencil?', 'Which day comes after Monday?')

### Sound knowledge

- identifies some individual phonemes in simple spoken SAE words (eg /d/ for *dog*)
- begins to segment syllables in words (eg breaking down words by clapping: *hap/py/, ex/ci/ted*)
- begins to segment words in a sentence (eg counts how many words student can hear in a sentence with counters).

## Level 2

The student begins to comprehend some basic vocabulary, simple formulaic language and common greetings with ongoing support.

### Intercultural understandings

- follows classroom instructions, routines and directions relying on key words and context
- is more confident in SAE context requiring some explanation or clarification in home language
- understands familiar social expressions and responds appropriately (eg 'How are you today?', 'Are you being picked up after school?')
- understands the literal meaning of what is being said missing the cultural nuances (eg 'pull your socks up')
- has growing awareness of different SAE registers including formal listening contexts
- understands the purpose of oral storytelling and shared book experiences.

### Linguistic features and structures

- understands the main idea of simple SAE sentences connected with time markers on familiar topics (eg 'Today I eat banana and apple.')
- listens and responds more confidently in social exchanges listening for key words and responding appropriately using simple sentences
- begins to understand singular and plural references in oral SAE
- is beginning to correctly interpret speaker's intonation and stress patterns and other SAE culturally specific non-verbal communication in familiar context (eg interprets when teacher is happy with work presented, unhappy with playground behaviour)
- comprehends simple SAE formulaic sentences in the present tense with an understanding of personal pronouns (eg 'I like my dog.')
- has limited understanding of SAE text structure
- listens and responds appropriately to simple SAE stories, shared book or multimedia experiences with visual support (eg asks questions, responds to text by giving an opinion, showing enjoyment)

- responds, providing some main ideas, in a simple familiar text read with visual cues (eg can retell simple oral text with support)
- follows simple oral instructions in SAE
- uses a greater range of SAE listening behaviours (eg listening with visual contact, turn taking).

### Vocabulary

- understands a growing bank of everyday SAE vocabulary to interact socially and in the school learning environment
- begins to understand subject-specific words (eg *maths, phys ed, art, music*).

### Clarification

- uses SAE-appropriate listening protocols to clarify and respond to information (eg rephrases a request, uses home language to ask a peer to clarify, responds to simple question).

### Questioning

- comprehends simple literal 5 Ws questions on familiar topics.
- answers simple SAE questions on characters, scenes and content making simple predictions and identifying the main idea.

### Sound knowledge

- knows most individual phonemes in simple spoken SAE words (eg /d/ for *dog*)
- segments words in a sentence
- recognise rhymes in words
- segments syllables in a word.

## Level 3

The student comprehends short simple texts, develops awareness of SAE listening protocols with continued support.

### Intercultural understandings

- understands a variety of social expressions and some slang (eg 'What's up?', 'dude', 'mate', 'see ya later')
- continues to rely on the speaker's use of familiar, simplified, clear language with contextual and visual support
- has greater awareness of school purposes, contexts and expectations when listening
- makes connections with listening behaviours, contexts and expectations in home language and compares them to SAE
- follows models of speech patterns which can be used for different effects in SAE contexts
- responds to simple SAE humour
- shows some awareness of dialect difference where applicable
- continues to require additional time to process information
- interacts in two-way or in small group communications on familiar and sometimes unfamiliar topics in informal English.

### Linguistic features and structures

- responds appropriately and is aware of turn-taking
- interacts and responds in structured whole-class and group activities where listening comprehension is required, picking up key words and phrases, observing turn-taking protocols
- understands main ideas and some supporting details responding using increasingly complex sentences with common conjunctions and sequence markers with assistance
- follows short, simple SAE oral recounts of events in classroom and social contexts, picking up key words and some simple formulaic sentences
- responds and follows:
  - a short sequence (three to four oral instructions or directions)
  - simple enquiries
- demonstrates an understanding of SAE appropriate listening behaviours with support

- listens and responds to readings of a variety of simple text types
- identifies when actions occur in a narrative or recount through tone, emphasis and gesture of the speaker
- recognises some adverbs (eg Nicole moved speedily. Dorothy spoke quietly.)
- recognises beginning and end of sentences through guided activities identifying pause and inflection.

### Vocabulary

- understands a growing bank of high-interest content words used in familiar contexts
- understands a greater range of subject-specific words (eg *grid*, *timeline*)
- understands more complex adjectives related to familiar topics with visual support (eg *beautiful*, *bright yellow*).

### Clarification

- is able to identify key words by asking familiar clarification questions (eg 'Are all dinosaurs meat eaters?')
- asks for clarification of specific vocabulary or may rely on speaker's repetition, use of examples and rephrasing.

### Questioning

- comprehends open ended questions on familiar topics, responding through actions, verbally or in writing (eg 'How does the character walk?', 'What might happen next?')
- responds to literal and some inferential questions in an oral text.

### Sound knowledge

- recognises rhymes and alliterations (eg silly sausages, pretty pink pillows) in words
- segments syllables in a word
- recognises common contractions.

## Level 4

The student comprehends an increasing range of social and some subject-specific vocabulary and purposes, engaging in more active clarification of meaning with continued support.

### Intercultural understandings

- understands some colloquial and idiomatic expressions (eg 'That's great', 'Keep your chin up', 'I will be back in a minute', 'Are you feeling a bit under the weather?')
- has greater awareness of how people from different language and cultural backgrounds may communicate in a variety of ways which may differ from SAE conventions
- responds to changes in intonation and the effects of rhythm, rhyme, mood, feelings and humour
- distinguishes between SAE and home dialect/language and code-switches where applicable
- relies less on home language speakers and EAL/D support staff to communicate ideas but may still require clarification of more complex instructions
- uses knowledge of subject-specific vocabulary from home language and seeks translation to SAE.

### Linguistic features and structures

- understands main ideas, specific details, clauses in paragraphs connected with time markers and conjunctions on unfamiliar topics (eg after listening to a novel student can recall details, connect events and share opinions)
- can respond appropriately in most unplanned exchanges
- can take notes if information is not overly complex or unfamiliar if given appropriate frameworks
- can accurately paraphrase and relay verbal messages
- identifies more structural features of spoken procedures, recounts, narratives and persuasive arguments
- understands that listening protocols differ between casual and more formal exchanges
- interacts in whole class and group activities for longer periods

- follows instructions of greater length and listens for specific detail
- follows teacher explanations including new subject-specific vocabulary with support
- understands listening expectations and purposes for different school contexts
- shows increasing confidence in SAE conversation
- provides more detailed verbal responses to learning activities including surveys
- follows simple, compound and complex SAE sentences
- understands contractions and non-contracted words when used for emphasis.

### Vocabulary

- understands a range of words including:
  - a greater range of subject-specific vocabulary
  - more complex range of adjectives
  - synonyms and antonyms.

### Clarification

- asks simple questions to clarify meaning, following an incursion, conversation or explanation with teacher support
- asks for repetition or rephrasing.

### Questioning

- responds to literal questions on unfamiliar topics from a text read aloud
- responds to some inferential questions on familiar topics from a text read aloud
- recognises appropriate SAE questioning conventions.

### Sound knowledge

- comprehends contractions (eg *won't*, *she's*) and colloquialisms (eg *gonna*, *wanna*) in texts on familiar topics.

## Level 5

The student extracts relevant information from a wider range of SAE contexts and situations and cues into more complex spoken text structures and academic language with minimal support.

### Intercultural understandings

- comprehends some idiomatic expressions and cultural references (eg *barrack for, the penny dropped, bring a plate*)
- understands some SAE humour from a literal perspective
- identifies a greater range of oral texts and with increased understanding of how culture influences meaning
- identifies some unfamiliar cultural content or protocols (eg customs for birth, death, marriage) and asks for clarification in SAE or home language
- develops increasing code-switching skills between home language and SAE according to content, purpose and audience.

### Linguistic features and structures

- identifies a greater range of spoken text types and purposes more independently
- distinguishes between simple fact and opinion
- identifies main ideas, characters and relationships in short, high-interest talks, explanations, recounts and narratives
- follows complex instructions using familiar language
- makes simple inferences and comparisons from a given context
- interprets pauses, expression, tone of voice to assist in making meaning
- understands the purpose of questions and participates in simple surveys and interviews
- understands and follows compound and complex sentences
- identifies and interprets simple and continuous tenses
- recognises common irregular verbs

- understands comparatives and superlatives
- follows adverbs of time, frequency and manner (eg *now, then, always, nicely, quickly*)
- comprehends high-frequency modals (eg *could, should*) and responds to simple conditionals (eg 'If you don't finish your work, you won't get paid.')
- understands a range of question tags (eg 'You're from China, aren't you?' 'Joanna doesn't want to stay, does she?').

### Vocabulary

- has control over a basic repertoire of SAE subject-specific vocabulary
- builds on a developing bank of words including synonyms, antonyms, adjectives, adverbs.

### Clarification

- listens for key words during note taking
- uses questioning and paraphrasing to clarify meaning.

### Questioning

- understands hypothetical questions ('*What would you do if ...?*') and inferential questions ('*What made the character commit the crime?*')
- demonstrates listening for important information by asking specific questions.

### Sound knowledge

- follows texts spoken at a regular pace without having to ask for repetition.

## Level 6

The student comprehends and organises information from increasingly formal and extended discourse and begins to use inference with minimal support.

### Intercultural understandings

- identifies simple examples of bias or emotive language in speech
- comprehends an increasing range of SAE idioms, colloquialisms, metaphor and humour
- code-switches appropriately with awareness of how listening conventions change in formal and informal settings
- continues to learn about appropriate SAE listening protocols in new contexts
- makes comparisons between oral genres in home language and SAE to support comprehension.

### Linguistic features and structures

- identifies the purpose of a range of imaginative, informative and persuasive spoken texts, including more formal genres
- engages actively in listening in a range of settings, including more formal purposes (eg face-to-face interviews, guest speaker talks)
- listens and relays key information from more complex informational texts with broader content
- listens to and responds to dramatic action and humour through laughter or applause
- interprets opinions or viewpoints from discussions or debates
- comprehends a greater range of simple conditionals and the degree of certainty they represent
- understands a greater range of question tags (eg 'You could change that behaviour, couldn't you?')
- recognises a greater repertoire of irregular past tense verbs
- recognises the difference between factual statements and opinions, identifying the speaker's choice of descriptive adjectives or verbs

- understands an increasing number of SAE cohesive devices (eg *therefore*)
- understands complex and compound sentences on unfamiliar topics independently.

### Vocabulary

- continues to build a repertoire of subject-specific vocabulary and technical terms across learning areas
- understands nominalisations – verbs or adjectives changed into nouns (eg treated becomes treatment)
- comprehends words with multiple meanings (eg leg of a table, leg of a journey)
- identifies common word roots with varying affixes (eg *view*, *preview*, *review*)
- identifies common acronyms used in speech (eg *ASAP*).

### Clarification

- asks for repetition, explanation or paraphrasing for understanding increasingly complex spoken texts
- makes notes of new vocabulary and refers to dictionaries.

### Questioning

- uses graphic organisers and note taking skills to arrange information.

### Sound knowledge

- able to identify complex rhyming patterns
- uses knowledge of SAE sound system to work out meaning of words with affixes (plural and tense markings).

## Level 7

The student comprehends and critically interprets oral SAE in most social and academic contexts with greater control, relying on a structured language program.

### Intercultural understandings

- uses SAE listening protocols with confidence
- understands SAE idioms and cultural humour with greater facility
- identifies cultural values and beliefs in spoken texts and infers attitude, mood and intentions
- understands code-switching accurately.

### Linguistic features and structures

- has highly developed SAE listening skills and understands complex interactions on unfamiliar topics
- recognises text structure and organisation for a range of purposes and audiences, comprehending main ideas and detail
- understands use of informal and formal register
- listens at a more critical level, identifying inaccuracies and inconsistencies in SAE texts (eg 'I brought this bread at the shop'.)
- has control over a range of grammatical features
- comprehends conditionals (eg 'The experiment should demonstrate your hypothesis'.)
- comprehends the passive voice (eg 'The meeting was postponed')
- follows the use of abstract nominalised nouns (eg *fertilisation*, *erosion*).

### Vocabulary

- comprehends an extensive range of vocabulary and technical terms across the curriculum
- identifies and understands use of imagery (metaphors, similes) in spoken texts (eg 'My heart melted when I saw this kitten').

### Clarification

- uses paraphrasing to clarify meaning
- compares understanding in SAE and home language to evaluate differences in abstract language and concepts
- assesses information for relevance, accuracy and completeness
- refers to a range of resources to clarify meaning.

### Questioning

- summarises main ideas taking detailed notes and reflecting on accuracy and relevance of information.

### Sound knowledge

- interprets subtle meaning through intonation, volume, stress, repetition or pacing
- discriminates SAE sounds with accuracy and recognises mispronunciation
- is able to interpret the meaning of more complex speech by applying knowledge of SAE sound patterns.

## Level 8

The student comprehends complex spoken SAE in formal and informal social and academic contexts and develops critical listening skills with greater control and independence.

### Intercultural understandings

- comprehends most imagery, humour and cultural references in oral texts
- is aware of most cultural nuances, slang and verbal subtleties in SAE, identifying meanings influenced by facial expression and tone of voice
- identifies appropriate register applied to different listening contexts
- recognises effective code-switching between SAE and home language.

### Linguistic features and structures

- follows extended SAE speech on a range of complex topics
- extracts and summarises information from different spoken sources effectively
- identifies implied meaning from spoken language (eg innuendo) and infers speaker's intentions
- evaluates quality/validity of information gained and offers opinions
- understands a range of literary devices and their use in spoken texts for varying purposes
- understands more complex academic text structures
- recognises linguistic phrases that distinguish fact from opinion
- understands the use and purpose of the passive voice (eg 'The land was bleached by drought.')
- understands nominalisations (eg *possible/possibility*) in more complex text structures.

### Vocabulary

- understands a comprehensive range of vocabulary, including abstract and technical terms.

### Clarification

- evaluates the quality and validity of information gained and offers opinions.

### Questioning

- listens with purpose for academic tasks.

### Sound Knowledge

- determines the correct pronunciation of unknown phonology, relying on the rules of SAE.

|                                    | Beginning levels   |   | Emerging levels  |  | Developing levels  |   | Consolidating levels  |  |
|------------------------------------|--|---|--|--|--|---|---|--|
|                                    | 1  | 2   | 3  | 4  | 5  | 6   | 7   | 8  |
| Level description                  | <b>The student</b> is new to listening in SAE, begins to recognise isolated words and guesses at meaning, relying on context, visual cues, gesture and extensive support.  | <b>The student</b> begins to comprehend some basic vocabulary, simple formulaic language and common greetings with ongoing support.   | <b>The student</b> comprehends short simple texts, develops awareness of SAE listening protocols with continued support.   | <b>The student</b> comprehends an increasing range of social and some subject-specific texts and purposes, engaging in more active clarification of meaning with continued support.  | <b>The student</b> extracts relevant information from a wider range of SAE contexts and situations and cues into more complex spoken text structures and academic language with minimal support. | <b>The student</b> comprehends and organises information from increasingly formal and extended discourse and begins to use inference with minimal support.  | <b>The student</b> comprehends and critically interprets oral SAE in most social and academic contexts with greater control, relying on a structured language program.              | <b>The student</b> comprehends complex spoken SAE in formal and informal social and academic contexts, and develops critical listening skills with greater control and independence.                               |
| Intercultural understandings       | uses own world view to understand the SAE language culture and context, relying heavily on contextual support and visual cues to clarify and make meaning, requires more time to process information and respond, relies heavily on home culture and language to make meaning. | begins to develop awareness of some common SAE listening practices and contexts, and distinguishes the sound of SAE from other languages, understands the literal meaning of what is being said and the purpose of oral storytelling and shared book experiences. | is aware of SAE listening practices in the familiar contexts, understands a variety of social expressions and some slang, continues to rely on the speaker's use of familiar, simplified, clear language with contextual and visual support, requires time to process information. | develops awareness of text purpose, register change and expectations of the listener in new contexts, understands some colloquial and idiomatic expressions, has greater awareness of cross-cultural communication, begins to code-switch appropriately. | identifies a greater range of oral text types and considers how text structure, interpersonal and cultural contexts influence meaning and communication, code-switches appropriately.            | participates in most common learning and social situations with greater cross-cultural comprehension, using some figurative language, identifies simple examples of bias or emotive language in speech. | identifies inferential language and key cultural references in spoken SAE in new contexts and situations, practises SAE listening protocols confidently, code-switches effectively. | interprets oral texts at an inferential level with understanding of how values, perspectives and feelings are expressed appropriately through spoken SAE, code-switches between SAE and home language as required. |
| Linguistic features and structures | observes, listens and responds to highly contextualised classroom talk in SAE, participates by following gestures and examples with visuals.   | recognises and understands simple oral texts and descriptions in SAE, relying on visual cues and clear changes in speech stress, participating in short, predictable oral exchanges.  | understands the structure and purpose of simple oral SAE texts, understands features such as stress and intonation to make meaning.  | understands oral text structure and purpose, participates increasingly in conversation grasping some inference.  | identifies main ideas, detail and some inference in a greater range of oral text types more independently.   | identifies the key purpose of a range of more complex oral texts, still requires support for new contexts, recognises more inference and separates fact from opinion.                                   | develops evaluative listening skills across formal and informal texts, recognises the structural differences between oral and written texts.  | follows most age appropriate social and academic discourse, understands audience and purpose, follows linguistically complex arguments confidently.  |
| Vocabulary                         | understands a small selection of familiar SAE nouns, verbs and adjectives which are supported by pictures.   | understands a growing bank of everyday SAE vocabulary to interact socially and in the school learning environment.  | understands a growing bank of high-interest content words used in familiar contexts as well as a range of subject-specific words.  | understands a range of words including subject-specific vocabulary, more complex adjectives, and synonyms and antonyms.  | has control over a basic repertoire of SAE subject-specific vocabulary, builds on a developing bank of words including synonyms, antonyms, adjectives, adverbs.                                  | develops technical vocabulary, recognises modals and verbs for a purpose, grasps some common nominalisations and words which express shades of meaning.   | comprehends an extensive range of vocabulary and technical terms across learning areas, identifies and understands use of imagery.  | comprehends an extensive range of vocabulary in a variety of contexts in both formal and informal registers.   |
| Clarification                      | relies on gesture, contextual and visual cues, clear speech of limited text density and additional processing time as well as translation.   | uses contextual cues, known vocabulary, learnt language formulas, and support from teachers, peers and home language speakers.  | seeks some repetition and clarification from speakers, compares understanding in SAE and home language to evaluate differences in abstract language and concepts.  | engages more actively in clarification with the speaker by asking questions as well as asking for repetition or rephrasing.  | listens for key words during note taking, uses questioning and paraphrasing to clarify meaning.  | asks for repetition, explanation or paraphrasing for understanding increasingly complex spoken texts, makes notes of new vocabulary.  | uses paraphrasing to clarify meaning, willingly refers to a range of resources to clarify understandings of oral texts.   | evaluates the quality and validity of information gained and offers opinions.  |
| Questioning                        | gives one or two word responses to simple directives, responds with physical gestures.   | comprehends simple literal SAE questions on familiar topics, responds with gestures, actions or verbally.   | comprehends open ended questions on familiar topics with some inference, may respond through actions, verbally or in writing.  | responds to literal questions on unfamiliar topics, to some inferential questions on a familiar topic from a text read aloud.  | understands hypothetical and inferential questions, demonstrates listening for important information by asking specific questions.   | uses graphic organisers and note taking skills to arrange information.  | summarises main ideas taking detailed notes and reflecting on accuracy and relevance of information.  | listens with purpose for academic tasks.   |
| Sound knowledge                    | recognises and distinguishes some phonemes of SAE, recognises some beginning and end sounds, segmenting some syllables in words.   | recognises most consonant and short vowel phonemes, patterns in words, rhymes, onset and rime, common syllables, and plurals.   | recognises onset and rime, alliteration and contractions, becomes aware of difference in SAE sounds that are distinct from home language.  | identifies SAE sounds consistently, recognising stress for exclamation, questions and emphasis.  | recognises mispronunciation and may correct other students, follows texts at a regular pace.   | applies knowledge of the SAE sound system, is able to understand complex rhyming and word patterns such as the use of affixes for plural and tense markings.  | is able to interpret meanings of more complex speech by applying knowledge of SAE sound patterns.   | has thorough knowledge of SAE sound and word patterns to make sense of complex texts.  |

# Speaking

|  | Mode statement  | Beginning levels  |   | Emerging levels  |  | Developing levels  |   | Consolidating levels  |   |
|--|---|---|---|--|--|--|---|---|---|
|  |   | 1   | 2   | 3  | 4  | 5  | 6   | 7   | 8   |
|  |   | Level description   | Level description   | Level description  | Level description  | Level description  | Level description   | Level description   | Level description   |
|  | The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when speaking with purpose in a wide range of situations.                   | <b>The student</b> is new to SAE, listens, observes and uses some isolated words, gesture and non-verbal communication, relying on extensive support. | <b>The student</b> uses short, simple formulaic SAE phrases in highly structured routines, relying on extensive support.  | <b>The student</b> begins to comprehend and experiment with routine social communication, building on learnt simple formulaic structures with ongoing support. | <b>The student</b> communicates socially and begins to learn through SAE in familiar situations with continued support.  | <b>The student</b> develops academic language in SAE and communicates with greater comprehensibility with minimal support. | <b>The student</b> communicates with fluency in familiar social and academic settings with control over a broader range of SAE structures with minimal support. | <b>The student</b> communicates with fluency and accuracy in SAE with greater control over subject-specific vocabulary and complex language structures, relying on a structured language program. | <b>The student</b> communicates competently in SAE across all learning areas and in most social contexts with greater control and independence. |
| Intercultural understandings           | The student applies intercultural understandings of increasing complexity to communicate effectively in spoken SAE.   | draws on knowledge of home language and culture and begins to understand some differences in how communication occurs across cultures.                | observes and develops awareness of cultural norms in classroom, school and society by drawing on existing knowledge and following simple SAE models of communication. | uses SAE to establish relationships with others, choosing an emerging range of socially appropriate expressions during conversations.                          | makes simple comparisons between SAE and home language and code-switches between languages or dialects at a simple level.  | demonstrates greater awareness of how spoken texts differ across cultures.   | develops metalanguage to discuss language functions across cultures and code-switches with greater control.   | demonstrates awareness of register, adapts to audience and code-switches effectively.   | expresses values, perspectives and feelings in SAE, incorporating some non-literal language and key cultural references.                        |
| Communication                          | The student communicates and interacts through a range of SAE oral texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops. | uses gesture, imitation and one or two familiar words to communicate.   | uses a small bank of familiar vocabulary, gesture and well known, formulaic phrases in highly structured classroom routines and community interactions.               | experiments with routine social communication and well rehearsed, formulaic phrases in familiar contexts independently.  | communicates socially and improves in SAE speaking skills in familiar situations, develops a range of simple communication skills and more descriptive language. | extends language understandings to produce more complex and comprehensible speech for learning purposes.                   | communicates with fluency in familiar social and academic settings, achieving greater success in learning through SAE.  | performs a range of communicative functions with greater control over subject-specific language, abstract terms, imagery and complex structures.  | creates coherent oral texts with control and flexibility over organisational and language conventions.  |
| Additional language acquisition skills | The student reflects on the way SAE works, selecting from a growing repertoire of processes and strategies to support oral communication in SAE.  | relies on face-to-face interaction modelled language, visual, contextual and home language support.   | practises and repeats modelled formulaic phrases, consults home language speakers and learns from explicit explanations of new words and phrases in context.          | builds on SAE vocabulary and formulaic speech, attempting more communication with reliance on context and support from the listener.                           | draws on prior experience, language learning resources and experiments with SAE vocabulary and language structures.  | plans and rehearses formal speech incorporating language from new sources, monitors own language for accuracy.             | questions, interacts with peers and solves problems in SAE, making connections across the language modes with minimal reliance on home language.                | plans and reflects on how to improve range, fluency and accuracy in SAE spoken texts.   | monitors own SAE speech for relevance and accuracy in a broader range of spoken texts, to enhance and sustain communication.                    |

## Level 1

The student is new to SAE, listens, observes and uses some isolated words, gesture and non-verbal communication, relying on extensive support.

### Intercultural understandings

- uses home cultural understandings of speaking purposes and transfers this knowledge to SAE contexts
- draws on understandings of how people communicate and interact within the home culture when observing SAE speakers
- becomes aware of some classroom SAE speaking conventions such as putting hand up, taking turns
- transfers knowledge of purpose, audience and different text types appropriately if from a similar schooling background
- becomes aware of dialectal differences
- copies known SAE gestures and phrases to engage in familiar social and classroom settings (eg waving 'hello' and 'goodbye').

### Linguistic features and structures

- begins to use one or two SAE words to name, describe, greet, give personal details, answer simple questions and make requests
- uses individual words as part of role play or performance
- uses familiar patterned sentences and phrases
- attempts to use correct word order
- answers simple questions with yes/no or one word responses
- makes requests using some limited vocabulary to express needs in the classroom and social environment
- participates in basic greetings, routine exchanges and courtesy phrases after modelling and with prompting
- begins to differentiate between questions and statements
- listens, observes, comprehends and begins to pose questions and give answers using the verb 'to be' and common adjectives in simple games with varying accuracy
- attempts to use nouns, simple tense verbs and some plurals with errors and omissions.

### Vocabulary

- uses a small bank of words, usually nouns, to express basic understanding and to communicate immediate needs and preferences
- begins to use a few high-frequency words
- begins to use some pronouns.

### Pronunciation

- uses a few, very familiar words and phrases with some comprehensibility
- generally speaks slowly with varying accuracy in pronunciation, depending on language background
- may use home language tone and intonation when speaking SAE.

### Additional language acquisition skills

- observes and mimics classroom activities such as print walks, picture recognition and experiential learning
- practises SAE through imitation and repetition
- uses informal games to listen and practise words and phrases
- begins to use gestures, copy others or ask same language speaker to clarify information
- may experience a silent period while learning a new language and culture.

## Level 2

The student uses short, simple formulaic SAE phrases in highly-structured routines, relying on extensive support.

### Intercultural understandings

- continues to draw on home culture when communicating and interacting with others
- observes and interprets behaviours and some body language associated with familiar routines in the SAE context
- demonstrates a greater understanding of the school context and expectations, and moves with the group more confidently
- develops awareness of dialect difference where applicable
- continues to rely on home cultural understandings of speaking purposes.

### Linguistic features and structures

- becomes familiar with some classroom routines and protocols such as putting up hand to gain permission to speak and physical positioning for various classroom routines
- interacts informally with a greater range of students inside and outside the classroom
- communicates with peers and adults using known phrases to:
  - name and describe people and objects
  - greet and observe social courtesies with more confidence
  - question, make requests and give simple answers using 5Ws
  - asks and answers simple questions following formulaic models
  - give personal details
  - instruct and give directions
  - seek permission, express feelings and needs
  - provide information in news-telling following protocols
- uses SAE cultural greetings and speaking protocols
- uses common SAE phrases when interacting with peers and adults (eg 'Move over', 'Line up', 'Please come here')
- engages in simple games using repetition, single words and formulaic phrases
- seeks permission for simple classroom routines

- produces simple, high-frequency sentence and phrase patterns
- begins to connect ideas in a logical order
- produces correct word order in simple formulaic questions and statements with support
- begins to recognise the use of plurals when speaking.

### Vocabulary

- uses basic vocabulary for a limited range of social, classroom and playground interactions:
  - community (eg clothes, people and places)
  - general (eg food, weather)
  - maths language (eg number, shape and size)
- develops and builds on high-frequency vocabulary
- uses some adjectives when speaking on familiar topics
- begins to use some subject-specific words in curriculum areas
- experiments with pronouns, present and some past tense verbs and prepositions.

### Pronunciation

- pronounces SAE sounds and words with modelling and practice
- approximates SAE rhythm, stress and intonation in familiar social and classroom routines.

### Additional language acquisition skills

- uses home language and speaking behaviours to communicate and predict meaning
- relies on explicit teaching of unfamiliar sounds and words
- makes some links between spoken SAE and home language/dialect
- uses non-verbal communication to assist with limited SAE vocabulary
- repeats modelled phrases following clearly articulated chunks of language
- consults or translates through a home language speaker
- continues to practise SAE sounds and expressions.

## Level 3

The student begins to comprehend and experiment with routine social communication, building on learnt simple formulaic structures with ongoing support.

### Intercultural understandings

- continues to draw on home language and cultural understandings relating to how people communicate and interact
- understands many SAE protocols for successful communication in the classroom in whole class, pair work and group work situations
- demonstrates greater familiarity with the language of sport and the playground by negotiating to have a turn or take part in some communicative exchanges
- negotiates simple transactions in the community with greater confidence
- responds to simple SAE humour
- has greater awareness of dialect difference.

### Linguistic features and structures

- engages in short interpersonal communication of two or three exchanges for school and social purposes
- connects ideas in related sentences and phrases
- communicates in SAE using familiar phrases to instruct and direct, express feelings and needs (eg 'I want to go swimming because...' 'I don't like...'), initiate conversation, give information, question, make requests and give simple answers
- responds appropriately to simple questions, requests and makes comments
- uses SAE gestures and questioning to communicate lack of understanding (eg shrugs shoulders, 'Can you help me?')
- produces an oral retell using key words and correct sequence using language formulas
- provides instructions or directions to another student or adult on a familiar classroom routine or activity (eg barrier game, assembly, art activity)
- provides information (eg relays a message to a teacher orally)
- gives explanation using words and actions or contextual cues in a social context
- gives reasons for actions and answers simple questions with varying accuracy
- produces simple sentences and begins to use compound sentences with correct word order.

### Vocabulary

- experiments with vocabulary relating to the familiar environment
- uses grammar items such as prepositions and adjectives correctly
- develops vocabulary to express needs, interests, feelings and experiences
- uses an emerging bank of vocabulary for learning contexts including:
  - nouns and verbs for mathematics – operations in number, measurement and spatial concept, measure, calculate, add, subtract, divide
  - nouns and verbs for science – investigation, experiment, hypothesis/measure, pour, hold, test, observe, think, predict.

### Pronunciation

- has increasingly comprehensible pronunciation, appropriate rhythm and intonation in familiar and rehearsed activities
- speaks with varying degrees of grammatical accuracy, demonstrating limited control of primary tenses and simple linking conjunctions and a small range of pronouns.

### Additional language acquisition skills

- uses familiar language patterns in simple classroom situations and relies on the speaker to scaffold conversation
- relies to a lesser extent on visual images and assistance from the listener to understand and communicate in the school context
- relies on explicit teaching of sounds not used in the home language
- repeats pronunciation of words when not understood
- attempts SAE stress and intonation
- uses SAE gestures for unknown words
- uses processing time when responding to questions
- uses home language to predict and asks for clarification from home language speaker.

## Level 4

The student communicates socially and begins to learn through SAE in familiar situations with continued support.

### Intercultural understandings

- demonstrates awareness of socially appropriate language in familiar contexts and interactions
- makes comparisons between SAE and home language, identifying some differences in dialect
- articulates simple examples of differences in cultural conceptualisations
- engages in bidialectal role plays using SAE cultural conventions and situations with more independence
- identifies some simple differences in SAE language structure to home language
- is socially at ease when interacting with other students
- uses some common colloquialisms.

### Linguistic features and structures

- uses SAE for more academic purposes
- distinguishes between some formal and informal registers when interacting with different audiences
- recognises ways audience and purpose determine text types for learning purposes
- produces longer oral texts of growing complexity, using cohesive devices to link ideas in social and academic contexts (eg 'Fiona didn't feel well so she decided to go home.')
- participates in whole class interactions and group learning with clearly defined roles more confidently
- gives information independently and contributes to class descriptions, explanations, recounts, reports, procedures and narratives
- reads or tells simple stories to peers, experimenting with expression
- questions or use known expressions to clarify meaning.

### Vocabulary

- continues to build on vocabulary for school, community and personal use
- uses specific vocabulary for a range of learning area text types.

### Pronunciation

- demonstrates comprehensible pronunciation and intonation for common words
- takes some time to process language and produce speech in unfamiliar contexts
- pronounces plurals and verb endings accurately.

### Additional language acquisition skills

- relies on familiar contexts and scaffolding to maintain understanding in longer interactions
- practises pronunciation, stress, tone, rhythm and phrasing with encouragement and appropriate modelling
- recycles new vocabulary from written texts in oral communication
- uses a home language dictionary to find SAE equivalents for unfamiliar words
- continues to use home language for more complex social exchanges if possible
- asks for repetition or clarification to sustain communication
- checks for understanding, reformulating own speech when meaning breaks down
- reflects on learning, but is still developing the metalanguage for different learning areas
- interacts using word replacement to compensate for lack of vocabulary (eg 'Sue fixed it, you know that thing on my bike.').

## Level 5

The student develops academic language in SAE and communicates with greater comprehensibility with minimal support.

### Intercultural understandings

- uses metalanguage to make comparisons between home language and SAE structures
- demonstrates growing awareness of SAE social language protocols
- identifies differences between social interaction in own culture and in SAE
- understands that different cultures may interpret text types differently.

### Linguistic features and structures

- participates in a range of oral activities with growing confidence
- expresses opinions, viewpoint and makes suggestions
- uses language to explain, persuade, negotiate, and clarify
- gives a short presentation using some subject-specific vocabulary and accurate language structures
- interprets and evaluates stories, movies, and articles
- gives detailed procedural instructions and descriptions
- relays oral messages with increasing confidence
- answers inferential questions
- summarises information from group discussions or shared books, giving main idea and relevant detail
- attempts to use humour and idiomatic language
- uses a range of cohesive devices (eg time and place markers)
- uses past/present/future tenses more accurately
- uses some imagery (metaphors, similes) and some colloquial language effectively
- uses compound sentences with more accuracy
- uses adverbs of time (*rarely, frequently, yesterday*), manner (*slowly, sadly, unwillingly*), or place (*here, there, nowhere*) with more consistency.

### Vocabulary

- uses a broader vocabulary beyond the school context:
  - using prefixes or suffixes
  - building on lists of synonyms, homonyms and antonyms
- uses a range of technical and simple figurative language in context, on less familiar topics and with nuance.

### Pronunciation

- speaks fluently in most social and some academic contexts with varying grammatical accuracy
- uses more accurate pronunciation, stress and intonation for commonly used words and phrases.

### Additional language acquisition skills

- uses various strategies to sustain conversation (eg rephrasing, repeating, giving opinions and describing feelings).

## Level 6

The student communicates with fluency in familiar social and academic settings with control over a broader range of SAE structures with minimal support.

### Intercultural understandings

- is growing more aware of formal and informal registers in the home language and in SAE
- continues to work two-way and identifies metalanguage to compare differences between home language and SAE.

### Linguistic features and structures

- produces complex oral texts in social and academic settings, making language choices to express ideas and opinions
- adjusts speech to suit purpose and audience
- interacts and negotiates with peers independently in both social and academic contexts
- makes suggestions and comments
- conducts interviews with prepared format
- contributes to new topics in a discussion
- recounts and summarises main ideas from more complex informational texts describing them in detail
- speaks confidently with expression in talks and poetry readings
- uses understanding of sounds and rhyme to perform simple poetry, rhymes and songs with more control
- uses reported or indirect speech
- compares and contrasts information using comparatives and superlatives (eg *as tall as*, *the tallest*)
- uses modals in more complex sentence structures
- uses simple conditionals
- uses present and past tenses with greater accuracy

- uses a greater range of adverbs (*quite*, *very*, *happily*)
- uses the passive voice ('The tree was uprooted during the cyclone.')
- uses common nominalisations effectively (eg *extinction*, *navigation*).

### Vocabulary

- continues to expand and consolidate vocabulary, including subject-specific vocabulary and technical terms
- identifies new vocabulary drawing on morphological knowledge of suffixes and prefixes
- uses a range of idiomatic expressions and colloquial language (metaphors, similes).

### Pronunciation

- demonstrates fluency in pronunciation, stress and intonation
- may have an accent when speaking but it does not impede meaning.

### Additional language acquisition skills

- asks clarifying questions independently.

## Level 7

The student communicates with fluency and accuracy in SAE with greater control over subject-specific vocabulary and complex language structures, relying on a structured language program.

### Intercultural understandings

- is aware of differences in tone and language necessary to engage the listener's attention
- is able to code-switch between home language and SAE with confidence.

### Linguistic features and structures

- makes language choices to express critical interpretations, subtle requests and more complex ideas and opinions
- questions and discusses a broader range of topics
- expresses opinion, possibility and reasoning in more formal settings
- reflects on language learning using an expanding repertoire of metalanguage
- paraphrases the content of short academic and social texts, expressing understanding of content, main ideas and detail
- answers questions from audience following a prepared talk and engages in some discussion on the topic
- rephrases to clarify meaning
- plans for, and takes part in, debates on a familiar topic at upper primary age
- discusses meanings in illustrations and oral histories
- gives instructions and communicates procedural information
- uses SAE in performance, poetry and more complex dramatic roles
- demonstrates growing control of more complex tenses including present and past perfect continuous
- extends use of conditionals
- uses the passive voice with greater control
- uses humour effectively.

### Vocabulary

- has a good command of a range of idiomatic and colloquial language
- consolidates understanding of subject-specific vocabulary across learning areas and continues to expand technical language repertoire
- uses prefixes and suffixes to create positive and negative meaning from a word root (eg *yellowish*).

### Pronunciation

- speaks fluently alongside mainstream peers
- communicates with confidence in SAE.

### Additional language acquisition skills

- evaluates own communication against given criteria.

## Level 8

The student communicates competently in SAE across all learning areas and in most social contexts with greater control and independence.

### Intercultural understandings

- identifies and understands cultural references and humour in both the home language and in SAE
- can code-switch with fluency between SAE and home language.

### Linguistic features and structures

- produces speech with control over language features
- give directions or instructions with awareness of register and modality
- uses persuasive language to influence the listener
- has control of a wide range of idiomatic expressions and colloquialisms as well as formal language
- debates and discusses an increasing range of more complex topics
- performs and recites songs, poems and dramatic interpretations
- asks and answers questions with confidence in a range of social and academic purposes
- negotiates solutions to complex problems through explanation, suggestion and evaluation
- discusses new topics from own experience
- maintains consistent grammatical control of complex language features
- uses modals effectively to express probability, certainty, necessity or obligation
- uses more complex structures with embedded clauses
- uses reported speech with a greater degree of accuracy
- uses perfect tense forms correctly
- uses the passive voice with greater control
- demonstrates use of more complex conditionals
- uses abstract nouns.

### Vocabulary

- has control over an appropriate range of technical and subject-specific vocabulary.

### Pronunciation

- uses intonation, tone, volume and emphasis to carry meaning
- produces speech with clear pronunciation.

### Additional language acquisition skills

- checks own interpretations by paraphrasing or summarising.

|  | Beginning levels   |   | Emerging levels  |  | Developing levels   |  | Consolidating levels  |  |
|--|--|---|--|--|---|--|---|--|
|  | 1  | 2   | 3  | 4  | 5   | 6  | 7   | 8  |
| Level description                      | <b>The student</b> is new to SAE, listens, observes and uses some isolated words, gesture and non-verbal communication, relying on extensive support.  | <b>The student</b> uses short, simple formulaic SAE phrases in highly-structured routines, relying on extensive support.  | <b>The student</b> begins to comprehend and experiment with routine social communication, building on learnt simple formulaic structures with ongoing support.   | <b>The student</b> communicates socially and begins to learn through SAE in familiar situations with continued support.  | <b>The student</b> develops academic language in SAE and communicates with greater comprehensibility with minimal support.                          | <b>The student</b> communicates with fluency in familiar social and academic settings with control over a broader range of SAE structures with minimal support.                                  | <b>The student</b> communicates with fluency and accuracy in SAE with greater control over subject-specific vocabulary and complex language structures, relying on a structured language program. | <b>The student</b> communicates competently in SAE across all learning areas and in most social contexts with greater control and independence.        |
| Intercultural understandings           | uses understandings of the way people interact in the home culture to attempt communication with others in familiar settings, becomes aware of some classroom SAE speaking conventions.  | observes and develops awareness of classroom and school culture by drawing on existing knowledge and following simple SAE interaction models, copies modelled formulaic phrases, consults home language speakers and learns from explicit explanations of new words in context. | uses simple SAE to establish relationships with others, choosing an emerging range of socially appropriate expressions, builds on vocabulary and formulaic speech, attempting more communication with reliance on context and support from the listener. | makes simple comparisons between SAE and home language and code-switches between languages or dialects at a simple level, articulates simple examples of differences in cultural conceptualisations, perceives and understands some differences and similarities between cultures. | demonstrates greater understanding of how audience may interpret spoken texts differently across cultures, and is intent on getting meaning across. | develops metalanguage to discuss language functions across cultures and code-switches with some control, is growing more aware of formal and informal registers in the home language and in SAE. | demonstrates awareness of register, mode and tenor, adapts to audience and code-switches effectively.   | makes evaluative comments, expresses values, perspectives and feelings in SAE.   |
| Linguistic features and structures     | begins to use single words, gestures and memorised chunks of high-frequency words and formulaic phrases.   | 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.   | considers purpose and audience to some extent to produce complex, early oral descriptions with some independence and an awareness of informal and formal registers.  | engages in more complex oral texts for social and academic purposes, responds to simple inferential questions, able to give simple presentations.   | identifies more specific needs of the audience, and engages independently in simple discussions, debates and interviews with confidence and speech variation, uses humour and makes comparisons. | speaks with fluency and accuracy, making language choices to express more complex ideas and opinions on a broader range of topics, accurately uses more complex tenses.                           | continues to expand repertoire of complex communication with increasing flexibility over oral text devices for a variety of conditions and complexity. |
| Vocabulary                             | begins to use a small selection of high-frequency personally relevant nouns, verbs and adjectives as single words or in simple formulaic phrases.  | develops and builds on repertoire of high-frequency vocabulary on familiar subjects.  | uses and experiments with an emerging bank of general vocabulary for everyday and learning contexts, not always supported by visuals.  | uses an emerging bank of content and context-specific vocabulary for whole class and small group situations.   | uses a broader vocabulary including technical and simple figurative language in context on less familiar topics and with nuance.                    | expands and consolidates on a broader range of technical words and simple figurative language in context with more accuracy and fluency, continues to expand and develop vocabulary.             | has a good command of technical language and repertoire, uses more sophisticated language for humour, discerns opinion and fact.  | chooses an appropriate range of vocabulary to convey precise meaning, interacts with SAE speakers with fluency.  |
| Pronunciation                          | uses a few, very familiar words and phrases with some comprehensibility, generally speaks slowly with varying accuracy in pronunciation depending on language background.  | continues to need time and practice to pronounce SAE sounds and words and to repeat sentence formulas.  | 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 fluently 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 carry on meaning, produces speech with clear pronunciation.  |
| Additional language acquisition skills | listens, observes and mimics classroom activities, uses gestures to communicate, may experience a silent period while learning basic social language and adjusting to new cultural and social practices, relies on explicit language models. | attempts to approximate English stress and intonation, uses a limited range of concrete familiar vocabulary, repeats modelled phrases following clearly articulated chunks of language.   | uses known language patterns in familiar situations and relies on the speaker to scaffold conversation, relies on explicit teaching of sounds not used in the home language, is aware of stress, and intonation.   | relies on familiar contexts and scaffolding to maintain longer interactions, practises pronunciation, stress, tone, rhythm and phrasing with encouragement and appropriate modelling.  | uses rephrasing, repetition, opinionative and emotive language to sustain conversation.   | asks clarifying questions independently.   | evaluates own communication against given criteria.   | checks own interpretations by paraphrasing or summarising.   |

# Reading/viewing



| Mode statement                                | The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when reading, viewing and making meaning from texts.                               | Beginning levels  |   |  | Emerging levels  |  | Developing levels  |  | Consolidating levels  |  |
|---|--|---|---|--|--|--|--|--|---|--|
|   |  | 1a  | 1b  | 2  | 3  | 4  | 5  | 6  | 7   | 8  |
|   |  | Level description   | Level description   | Level description  | Level description  | Level description  | Level description  | Level description  | Level description   | Level description  |
|   |  | <b>The student</b> is from a limited schooling background, has limited experience with reading and viewing contexts and begins to learn some early reading behaviours with extensive support. | <b>The student</b> becomes familiar with some very short, simple text types and begins to decode with extensive support.                          | <b>The student</b> recognises a narrow range of very short, simple text types and reads simple formulaic phrases with ongoing support. | <b>The student</b> recognises a wider range of short, simple texts and experiments with reading using simple language formulas with ongoing support.         | <b>The student</b> reads and interprets social texts of increasing length and complexity at a literal level and accesses some simple academic texts, with continued support.   | <b>The student</b> builds on cultural and contextual experiences and makes meaning from a greater range of academic texts of more detail and density with continued support. | <b>The student</b> uses growing SAE proficiency and cultural understandings to make inferences and non-literal interpretations of more complex social and academic texts with minimal support. | <b>The student</b> reads and views a range of texts at a more critical level, making literal, inferential, evaluative, critical, cultural and intertextual interpretations, with minimal support. | <b>The student</b> reads and views competently across the curriculum, demonstrating an understanding of key cultural and linguistic interplay between author and reader with greater control and independence. |
| <b>Intercultural understandings</b>           | The student applies intercultural understandings of increasing complexity to make meaning from SAE written and visual texts.   | observes SAE reading/viewing behaviours with limited understanding, developing some concept of the purpose of reading.  | relies on home language to make meaning while gaining exposure to different cultural interpretations of visual and written texts.                 | demonstrates awareness of different contexts and purposes of simple written and visual texts in SAE.                                   | develops an emerging awareness of written/visual texts in society and continues to use own world-view, SAE language and cultural experience to make meaning. | develops some awareness of differences between form and interpretation of texts across cultures, recognises that written SAE is different from spoken SAE, interprets at a literal level and develops simple metalanguage. | demonstrates some awareness of cultural perspectives and makes simple inferential responses to texts.  | shows greater awareness of how text types are structured differently across cultures and uses inference with more confidence.  | identifies and interprets more complex language systems across cultures in a range of text types.   | makes links between how the reader interacts with the text to construct meaning, with understanding of key cultural influences.  |
| <b>Comprehension</b>                          | The student comprehends and responds to a range of SAE written and visual texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops. | is new to most written and visual text types and their purpose, becomes familiar with elementary texts and begins to learn about letters and sounds.  | browses, selects, listens and responds to short, simple SAE texts and begins to recognise words, letters and sounds.                              | locates information, ideas and experiments with reading short simple formulaic phrases.  | recognises a narrow range of very short, simple text types for school, community and entertainment, reading simple sentences.                                | recognises an increasing number of text types, formats with organisational features and more complex grammatical elements, reads at the literal level, understands some implied meaning.                                   | reads and views with growing SAE proficiency, comprehending simple persuasive texts, visual conventions and grammatical and organisational features.                         | reads, views and interprets a range of more complex texts, understanding expository texts of some complexity, and cues into key organisational and language features.                          | reads and views a range of year-level appropriate SAE texts, and identifies and interprets meaning and purpose of complex language systems at a more critical level.                              | reads competently and effectively for personal and formal learning purposes across the curriculum, using semantic, syntactic and graphophonic competence to make meaning.                                      |
| <b>Additional language acquisition skills</b> | The student reflects on the way SAE works, selecting from a growing repertoire of processes and strategies to support reading and comprehension in SAE.  | observes and imitates reading behaviour, gaining meaning through teacher modelling, scaffolding, visual and contextual support.   | relies on home language and past literacy experiences, for shared reading, contextual cues and knowledge of single sounds when beginning to read. | follows modelled reading strategies, using SAE simple language formulas and classroom resources.                                       | learns from modelled reading and joint text deconstruction, uses text structure to make predictions.   | draws on an expanding knowledge of SAE reading codes, skills and conventions to clarify meaning beyond simple prediction.  | extends repertoire of strategies to make meaning, with greater understanding of text types, culture and context.   | builds and draws on developing understandings of text structure and grammar, and makes greater connections between home language and SAE when reading.   | monitors and selects from a range of reading/viewing strategies appropriate to the year level.  | uses a wide repertoire of reading/viewing strategies effectively for a range of purposes.  |

## Level 1a – limited schooling

The student is from a limited schooling background, has limited experience with reading and viewing contexts and begins to learn some early reading behaviours with extensive support.

### Intercultural understandings

- learns to read for the first time
- relies heavily on teacher assistance and requires more time to attempt reading tasks
- learns and imitates reading behaviour from teacher modelling
- comprehends visuals in written texts using prior knowledge and cultural context (eg references to the sea or beach)
- may be orally proficient in two or three languages yet unable to read in their home language regardless of age
- may recognise some logos and advertising
- may recognise and make meaning from some familiar symbols
- relies on same language support to interpret or explain purpose
- is becoming aware of some SAE sounds that may not exist in the home language
- may be in the silent period (observes and processes information in SAE).

### Linguistic features and structures

- begins to link print to pictures but needs assistance to look for detail in the pictures
- participates in class reading routines and procedures (eg choosing a book, library routines or shared reading time)
- is developing SAE classroom literacy practices in reading for a purpose (eg weather charts, daily calendar, print walks, math walls)
- attempts to join in repetitive phrases in modelled and shared reading of texts
- shows interest in books and other media by holding books correctly, looking at illustrations
- recognises common classroom words and labels
- uses finger to track individual words in reading (eg student points to each word and follows along as the class reads a sentence together)
- may respond to graphics, colour and logos from familiar media.

### Vocabulary

- begins to develop a sight word bank using picture cues from class learning (eg memorised and used in shared reading sessions)
- recognises some environmental print in the school and wider community
- recognises own name in print.
- begins to recognise single words when listening to a text or digital media
- develops some basic metalanguage regarding texts and screen (eg cover, title).

### Codes and conventions

- begins to recognise and name the letters of the alphabet and some associated sounds (eg 'What sound do you hear at the beginning of dog?')
- attempts matching of sounds and words linking them to pictures.

### Comprehension

- relies on visuals (eg diagrams, drawings and pictures) to make meaning of unfamiliar words and cultural concepts
- illustrates and/or dramatises responses to a text/film with cultural relevance to the student (eg role play) with support from teacher or same language speaking adult/peer
- completes matching/labelling activities with pictures and teacher modelling.

**Level 1b**

**The student becomes familiar with some very short, simple text types and begins to decode with extensive support.**

**Intercultural understandings**

- relies on home language literacy experiences to make meaning
- demonstrates understanding of basic SAE print conventions
- distinguishes between Roman and non-Roman scripts, if from a literate background
- uses home language with same language speaking peers, or EAL/D support staff to communicate and confirm ideas
- interprets sense of text from reader's body language, gestures or facial expressions.

**Linguistic features and structures**

- reads with or repeats after teacher
- relies heavily on teacher modelling and scaffolding of reading and viewing activities
- makes meaning from contextual and visual cues around the classroom
- relies on short, repetitive text to sustain reading, uses finger to track individual words in texts
- uses cover, illustrations, past literacy experiences and recommendations of others to choose books
- develops classroom literacy practices in reading for a purpose (eg weather, daily calendar, print walks, math walls)
- joins in with some choral reading and repetition showing an awareness of stress and intonation patterns when listening to a shared text
- follows class reading routines and procedures (eg choosing a book, library or taking reading books home)
- recognises some organisational features of simple text types following teacher modelling in a big book or reading book (title, cover page)
- gains information from illustrations of known contexts and may respond to graphics, colour and logos from multimedia sources
- identifies some single words in sentences

- displays early reading behaviours (eg holding the text the right way up, turning pages one at a time, text/sentence directionality)
- begins to recognise some different visual, written and multimedia text types.

**Vocabulary**

- uses emerging knowledge of letters and sounds to read a small bank of high-frequency words (15-20)
- draws on home language vocabulary and attempts to relate this to new classroom experiences
- identifies some single words in sentences
- develops basic metalanguage regarding texts (eg front cover, title, page).

**Codes and conventions**

- begins to understand that letters have corresponding sounds
- recognises some of the 26 letters of the alphabet and knows some of the corresponding single sounds in words
- uses knowledge of letters and sounds and growing word recognition to begin to 'read' some short simple formulaic phrases following teacher modelling
- guesses words from initial letter/length/shape and from context

**Comprehension**

- uses visual and contextual cues to make meaning
- responds to a shared text using SAE gestures or makes simple relevant comments
- makes some personal connections in a very familiar text with cultural relevance to the student
- matches and identifies familiar words/phrases to pictures
- sequences three pictures in order of a very familiar story or film
- deconstructs and/or reconstructs simple repetitive phrases or sentences (eg jumbled sentences).

## Level 2

The student recognises a narrow range of very short, simple text types and reads simple formulaic phrases with ongoing support.

### Intercultural understandings

- relies heavily on topic knowledge, visual and contextual support to make meaning
- can show understanding of a story read in SAE by retelling in the home language, drawing on own world view
- becomes familiar with word order in formulaic SAE sentences with some awareness of how it may vary in home language
- may recognise different symbols or writing specific to own culture
- begins to recognise cultural patterns of SAE story books (eg Once upon a time)
- may continue to use home language with same language speaking peers or support staff to communicate and confirm ideas about a shared text or visual image.

### Linguistic features and structures

- begins to read a range of short simple formulaic phrases following teacher modelling
- engages in short structured activities on simple texts
- makes meaning from some common visual and digital texts
- engages in joint text deconstruction activities with a focus on word order
- demonstrates enjoyment and engagement in a text and digital media (eg asks a question, responds to humorous text by laughing)
- begins to recognise differences between fiction and non-fiction text types
- is able to deconstruct, reconstruct or complete simple sentences in reading activities as a response to a text/digital media
- experiments with punctuation in oral reading (eg pause at a full stop, intonation of voice with a question mark, exclamation mark and bolded print)
- relies on teacher reading as a model for their own reading behaviour.
- identifies beginning and end of sentences
- names and recognises basic text elements and organisation (eg title, beginning, middle, end)
- recognises purpose and makes meaning from simple texts
- begins to make links between sentence and clause level grammar.

### Vocabulary

- reads some topic-specific vocabulary in context and with visual cues (eg Topic: Australian animals – koala, lizard, kangaroo, joey)
- reads a bank of simple, high-frequency words from memory (eg *can, today*)
- identifies and categorises some common nouns and verbs in written texts
- uses some metalanguage to discuss texts (eg *title, author, verb*).

### Codes and conventions

- recognises most of the 26 letters of the alphabet and knows most of the corresponding single sounds in words
- attempts to decode simple words using some sound knowledge
- can use blends when reading a text
- can segment words into syllables
- can hear the rhyme in words after much practice (eg *boat, coat*)

### Comprehension

- attempts some reading strategies to comprehend simple texts (eg picture information, re-reading, decoding)
- makes personal connections with a text with cultural relevance to own culture
- asks and answers simple 5W questions about familiar texts after teacher modelling
- makes some predictions about the story using picture cues and title from a text/film (before and during the reading/viewing)
- sequences three or four pictures/photos to retell a familiar story/event
- interprets the meanings of SAE expressions/gestures of characters in visual texts
- retells a simple, very familiar story naming key events in sequence with visual cues
- identifies and gives simple descriptions of characters using adjectives
- interprets some meanings in familiar texts based on the reader's facial expressions, gestures, voice expression, intonation and body language.

### Fluency

- reads word-by-word with limited understanding.

## Level 3

The student recognises a wider range of short, simple texts and experiments with reading using simple language formulas with ongoing support.

### Intercultural understandings

- continues to use own world view and cultural experiences to make meaning of texts
- develops an emerging awareness of texts in society
- recognises some common phrases for beginning and ending SAE narratives
- recognises some emotions displayed by characters in stories through use of visuals, music or voice expression but continues to rely on own world view
- relates aspects of a story or text to personal experience and shares texts from own country/culture.

### Linguistic features and structures

- reads a variety of short, simple fiction and non-fiction texts independently which contains known and some new vocabulary
- recognises some of the differences between fiction and non-fiction texts (eg newspapers, emails, posters)
- recognises differences in text structure and purpose of short, simple or modified texts with support
- identifies organisational features of written texts (eg titles, headings, sentences)
- reads and understands simple sentence structures and begins to read compound sentences
- uses headings, indexes and contents pages to find basic information in a variety of simple written and visual texts with support
- reads and begins to categorise some grammatical word groups according to name
- continues to rely on emphasis, intonation and repetition when listening to texts
- imitates pronunciation and intonation, rhythm and stress modelled by teacher
- expands understanding of prepositional phrases to determine setting in a text
- recognises simple present and some examples of simple past and future tenses.

### Vocabulary

- reads a greater range of high-interest content vocabulary in context (eg topic words in reading books, class topic or subject-specific words)
- reads a bank of memorised high-frequency words from memory in context
- reads and understands some relevant time reference markers.

### Codes and conventions

- is able to decode a growing number of words using learnt graphophonic skills.

### Comprehension

- makes connections with a variety of texts and films
- makes predictions about a greater range of texts and highlights main details, and key words and pictures/diagrams in the text (eg share details with another person in a few sentences)
- answers literal and simple inferential questions both orally and in writing
- sequences four to six pictures or photos, with accompanying text, to retell a story or event
- identifies the main idea, key words and describes some elements of a story
- uses a greater range of reading strategies after teacher modelling
- interprets meaning from visual presentations of information
- retells a story or film using visual cues, including main events in sequence, using appropriate vocabulary with some prompts or support
- completes a range of reading activities to demonstrate understanding (eg missing words, cloze activities, true/false)
- reads and understands some relevant time reference markers
- begins to ask questions to clarify meaning of written and visual texts
- bases simple predictions on illustrations, contextual understandings and basic layout features
- uses memory of sentence structures and vocabulary learnt in pre-reading activities to make meaning
- predicts simple cause and effect plot developments in written and visual texts.

### Fluency

- reads familiar texts with some fluency and appropriate intonation
- uses basic punctuation to inform reading aloud (eg recognises beginning and end of sentences, capital letters, full stops and question marks).

## Level 4

The student reads and interprets social texts of increasing length and complexity at a literal level and accesses simple academic texts, with continued support.

### Intercultural understandings

- recognises that texts have forms and structures different from spoken language
- recognises that texts are constructed for different purposes and audiences
- interprets texts at a literal level and becomes aware of simple inferences, although misses cultural references
- demonstrates some critical awareness of cultural differences in texts
- continues to confirm and communicate ideas and meaning in home language.

### Linguistic features and structures

- reads increasingly complex short texts containing familiar language and structures
- recognises organisational features of common text types with greater consistency
- begins to categorise text by purpose
- recognises and interprets purpose and meaning of common visual symbols
- follows simple time/relationships and recognises text connectives (eg yesterday)
- identifies prominent text features in a range of texts
- follows pronoun references in simple texts (eg 'Theresa is playing. She has a ball.')
- categorises nouns, verbs, adjectives and pronouns in a text
- identifies use of adjectives to add detail to descriptions
- identifies important grammatical features with teacher support
- identifies basic comparisons and superlatives.

### Vocabulary

- recognises some common abbreviations
- uses expanding high-frequency word vocabulary, including pronouns, adjectives and irregular verbs
- reads subject-specific vocabulary
- identifies words that express personal opinion or desire

- develops metalanguage for reading and viewing
- applies knowledge of base words/prefixes when reading aloud (eg *like*, *dislike*).

### Codes and conventions

- applies learned knowledge of graphophonics to decode most words
- identifies patterns and rhymes in words and transfers knowledge to new words
- segments and blends phonemes in an emerging bank of longer words (eg *Au-gust*, *u-ni-ver-si-ty*, *sum-mer*)
- identifies simple examples of how film elements can be used to position the audience.

### Comprehension

- makes and substantiates predictions by considering cause and effect to predict events in text and film
- retells simple narratives and recounts using key vocabulary, main ideas and interpreting picture information using teacher prompts
- sequences and reconstructs texts using key vocabulary and in correct order of events
- finds new information, key words and specific detail in texts and is able to link diagrams and labels showing cause and effect
- compares/contrasts characters or events in written and multimedia texts
- draws simple conclusions and makes choices and decisions based on information gained from texts
- uses a range of reading strategies in order to clarify meaning (eg ask teacher or peer for assistance, uses dictionary, re-reading)
- demonstrates understanding by answering simple inferential questions such as 'how or why'.

### Fluency

- reads aloud with greater confidence and clarity and experiments with intonation, volume and stress following modelling.

## Level 5

The student builds on cultural and contextual experiences and makes meaning from a greater range of academic texts of more detail and density with continued support.

### Intercultural understandings

- continues to make comparisons between SAE and home language and culture
- identifies some unfamiliar cultural content and protocols within texts and asks for clarification in SAE or home language
- understands a variety of social expressions and common cultural references in texts on familiar and unfamiliar topics.

### Linguistic features and structures

- reads and responds to more detailed and dense texts with greater understanding
- identifies organisational features and frameworks for the different text types depending on audience and purpose with increasing confidence
- uses index, table of contents and glossary with increasing confidence
- interprets more complex information from diagrams, charts, tables, timetables and weather maps
- identifies symbolic meanings and purpose in visual texts with greater facility
- interprets ways information is represented in a range of multimodal texts
- develops awareness of how position, size and colour influence readers
- understands how groups/phrases of nouns, verbs, prepositions and adverbs enhance meaning in sentences
- identifies and recognises direct and indirect speech
- reads and understands some cohesive devices (eg *therefore, so, yet*)
- recognises some similes and metaphors
- applies knowledge of grammatical features to interpret texts.

### Vocabulary

- continues to expand on technical and specialised vocabulary
- understands common time references
- is aware that the same word may be used to convey different meanings depending on context (eg synonyms, homophones and homonyms)

- employs word identification strategies, using contextual clues to make meaning from challenging vocabulary
- uses a developing metalanguage to talk about text types and text organisation.

### Codes and conventions

- applies learnt knowledge of word construction including affixes and nominalisation
- uses existing knowledge of words, content and sentence structure to infer meaning of unknown words and make meaningful word substitutions
- identifies purpose of some film conventions.

### Comprehension

- makes connections between ideas in a text and prior knowledge and experience
- summarises texts, identifying the main idea and providing detailed supporting information
- demonstrates understanding of main storyline and most key information when retelling or rephrasing
- interprets more complex information from diagrams, charts, tables, timetables and weather maps
- uses modelled reading strategies to comprehend unfamiliar texts
- asks clarifying questions when meaning breaks down
- comprehends some idioms, colloquial and figurative language in texts
- skims and scans to locate key information.

### Fluency

- reads simple texts with growing confidence and clarity, altering tone and expression according to punctuation, text and audience.

## Level 6

The student uses growing SAE proficiency and cultural understandings to make inferences and non-literal interpretations of more complex social and academic texts with minimal support.

### Intercultural understandings

- considers and discusses similarities and differences in texts between SAE and home language and culture
- has a growing understanding of common colloquialisms, idioms and some figurative language
- confidently asks for clarification of unfamiliar SAE content
- discusses the motivations/emotions of characters and how these interpretations may differ across cultures.

### Linguistic features and structures

- engages confidently with texts and contributes to class discussions
- compares text types and structures across different learning areas
- recognises purpose and textual features of movies, documentaries and informational films
- recognises exposition structure and main arguments
- locates and identifies purpose of print, images and symbols on commercial products
- recognises that visual codes and film techniques are used to draw audience attention to particular images or characters
- compares the purpose and structure of different multimodal texts
- collects, organises and analyses information using different formats
- identifies and recognises differences between formal and informal use of language in context (eg comic vs novel)
- identifies and interprets simple symbolic representations
- follows most texts in the simple and progressive tenses of past, present and future
- follows simple conditionals, modals and direct and indirect speech
- recognises a wider range of similes and metaphors
- identifies cause/effect, comparison/contrast
- recognises opinionative language and begins to identify emotive language
- recognises author's choice of descriptive language.

### Vocabulary

- has an expanding range of specialised and technical vocabulary for use across the learning areas
- uses homonyms, homophones and synonyms
- further develops metalanguage to talk about text types and organisation
- understands simple figurative language, including common similes, colloquialisms and metaphors
- identifies common word roots with varying affixes.

### Codes and conventions

- uses spelling rules, knowledge of word families and spelling generalisations
- recognises common film techniques.

### Comprehension

- refers to simply labelled diagrams, charts or tables to further comprehend texts
- uses grammatical knowledge to support comprehension
- uses some semantic/syntactic cues to support meaning
- formulates key questions to find information
- skims and scans texts for specific information with minimal support
- answers higher level literal, some inferential and evaluative questions
- re-reads to confirm details
- predicts, finds relationships and draws simple inferences and conclusions
- comprehends longer and more complex texts and recalls, discusses and summarises main ideas.

### Fluency

- reads with expression, changing intonation, volume and emphasis
- uses punctuation effectively for phrasing when reading aloud
- may play with language for humorous effect.

## Level 7

The student reads and views a range of texts at a more critical level, making literal, inferential, evaluative, critical, cultural and intertextual interpretations, with minimal support.

### Intercultural understandings

- has a greater understanding of stereotypical, culturally bound characters and settings
- shares about reading and viewing from the cultural perspectives of home language
- recognises ways in which particular codes and conventions shape the reader's/viewer's understanding
- has an increasing understanding of culturally bound metaphors, idioms and colloquial language
- identifies some euphemisms.

### Linguistic features and structures

- independently reads and comprehends a wider range of texts for social and academic purposes
- understands how data, diagrams and tables support written text, or be used as persuasive devices
- recognises that sequential events can be represented visually with differing effects on the viewer (eg comics)
- orders factual information using a structured outline
- distinguishes fact from opinion in more complex texts
- finds/records information from variety of sources
- selects key information and rejects irrelevant details to make summaries
- recognises and responds to humour in personally relevant contexts
- participates in group discussions, interpreting texts and comparing opinions
- hypothesises about authors, characters, text plots and outcomes
- discusses the relationship between different multimodal texts with more detail and critical understanding
- uses own ideas to expand on information
- recognises the use of a new line to mark the change of speaker in a dialogue
- reads and comprehends sentences with increased levels of grammatical complexities (eg nominalisation, use of perfect tense, prepositional phrases, pronoun references and words expressing degrees of probability).

### Vocabulary

- understands a greater range of subject-specific and academic words in context
- understands that different choices of vocabulary enhance meaning
- understands that word meaning can change relative to its position in a sentence.

### Codes and conventions

- decodes the majority of complex words accurately
- develops more awareness of film conventions and their use.

### Comprehension

- uses synthesising, summarising, drawing conclusions and a variety of contextual clues to comprehend unfamiliar texts
- understands causal/hypothetical statements
- recognises figurative language in a greater variety of texts:
  - similes
  - idioms
  - proverbs
  - more complex metaphors
- identifies how cohesive devices links ideas through clauses, sentences and paragraphs in texts
- continues to build on understandings and recognition of more complex grammatical features
- gains information from legends and mapping keys.

### Fluency

- reads fluently with expression and appropriate intonation in a variety of familiar and unfamiliar contexts
- understanding intonation and stress with confidence.

## Level 8

The student reads and views competently across the curriculum, demonstrating an understanding of key cultural and linguistic interplay between author and reader with greater control and independence.

### Intercultural understandings

- makes comparisons of language and structure between texts in different cultures
- understands a wider range of metaphors, idioms and colloquial language
- demonstrates awareness that settings will vary significantly in narrative films representing particular cultural stories
- comprehends a range of culturally based values/perceptions reflecting author's bias/attitudes.

### Linguistic features and structures

- competently interacts with and critically evaluates a range of complex texts
- critically analyses texts with some metalanguage, considering context, cultural and character perspectives
- views and makes meaning from a variety of still and moving images, understanding the interaction between different visual elements
- views simple documentaries with understanding of audience and purpose
- views and comprehends more complex maps, graphs and tables
- understands how written and visual texts can be arranged and manipulated for different purposes, audiences, perspectives and stylistic effects
- investigates relevant/reliable sources of information
- critically evaluates media and advertising content
- comments on effectiveness of visual elements in multimodal texts
- continues to build on understandings of complex grammatical features
- identifies language to convey mood or feeling
- comprehends some simple metaphors and subtle nuances in colloquial SAE.

### Vocabulary

- understands how choices of vocabulary and text structure can enhance meaning
- recognises common synonyms and antonyms

- uses key vocabulary in unfamiliar texts and uses it to summarise
- comprehends a greater range of figurative language, idioms and symbols
- competently uses metalanguage appropriate to text type.

### Codes and conventions

- uses known spelling patterns and affixes to make sense of unfamiliar words, recognises persuasive techniques in media texts
- understands more complex film techniques.

### Comprehension

- analyses and evaluates arguments, interprets assumptions, beliefs before responding
- understands phrases with greater detail and density
- identifies conjunctions used to link arguments
- discusses interpretations, identifies contradictions, issues and implications and makes references to support viewpoint
- describes author's stance and agrees or disagrees
- understands use of emotive language as a persuasive device
- makes and justifies inferences drawn from a text
- comprehends language that signifies opinion
- comprehends some subtle humour and less common idioms
- identifies characteristic features used in imaginative, informative and persuasive texts
- researches, takes notes and summarises material from a variety of sources.

### Fluency

- reads most texts on familiar and unfamiliar topics across the curriculum with facility and fluency.

|                                    | Beginning levels   |   |  | Emerging levels   |  | Developing levels   |   | Consolidating levels   |   |
|------------------------------------|--|---|--|---|--|---|---|--|---|
|                                    | 1a   | 1b  | 2  | 3   | 4  | 5   | 6   | 7  | 8   |
| Level description                  | <b>The student</b><br>The student is from a limited schooling background, has limited experience with reading and viewing contexts and begins to learn some early reading behaviours with extensive support. | <b>The student</b><br>becomes familiar with some very short, simple text types and begins to decode with extensive support.   | <b>The student</b><br>recognises a narrow range of very short, simple text types and reads simple formulaic phrases with ongoing support.  | <b>The student</b><br>recognises a small range of short, simple texts and experiments with reading, using simple language formulas with ongoing support.  | <b>The student</b><br>reads and interprets social texts of increasing length and complexity at a literal level and accesses some simple academic texts, with continued EAL/D support.  | <b>The student</b><br>builds on cultural and contextual experiences and makes meaning from a greater range of academic texts of more detail and density with continued support.   | <b>The student</b><br>uses growing proficiency and cultural understandings to make inferences and non-literal interpretations in more complex social and academic texts with minimal support.           | <b>The student</b><br>reads and views a range of texts at a more critical level, making literal, inferential and evaluative cultural and intertextual interpretations with minimal support.  | <b>The student</b><br>reads and views competently across the curriculum, demonstrating an understanding of key cultural and linguistic interplay between author and reader with greater control and independence. |
| Intercultural understandings       | learns to read for the first time, relies heavily on teacher assistance and time to attempt reading tasks.   | makes simple interpretations of familiar texts based on home language, culture and previous experiences.  | can show understanding of a story read in SAE by retelling it in home language, drawing on own world view, relies heavily on topic knowledge, contextual and visual support to make meaning.                             | reads and understands some of the environmental print in community, recognises some common phrases in SAE narratives, recognises some stress and intonation patterns that differ from home language when reading aloud. | reads and understands texts at a literal level, has emerging awareness of form and structure in texts, demonstrates beginning awareness of text content and structure.   | makes links between home language and SAE in text orientation, is more aware of some non-familiar cultural perspectives and its influence on meanings in texts.   | discusses similarities and differences in texts between SAE and home language and culture, recognises a small range of common colloquialisms, idioms and some figurative language.                      | assesses more complex texts and recognises inference, character stereotyping, social purposes and different registers in texts, understands more complex colloquial language.  | comprehends a range of culturally based values and perspectives reflecting the author's bias/attitude.  |
| Linguistic features and structures | views and listens to readings of short simple and highly-visual texts, relying on teacher support to make meaning.   | reads with or repeats after teacher, relying on short repetitive texts to sustain reading, relies heavily on teacher modelling and scaffolding.   | begins to understand basic text layouts, identifies letters, words, sentences and questions in visual and written texts, relies on explicit teacher modelling for reading behaviours and text deconstruction activities. | recognises differences in text structure and purpose of short simple or modified texts with support, reads independently a variety of short simple familiar texts which contain known vocabulary and learnt formulas.   | recognises an increasing range of text types, identifies basic organisational features, predicts content from conventions and recognises purpose of visual images, emerging knowledge of 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, begins to skim, scan and summarise texts. | interacts confidently with texts and contributes to class discussions, reads some complex sentences with conditionals and idioms, makes text comparisons.   | recognises and interacts with a broader range of fiction and non-fiction texts more confidently and at a more evaluative level, reads more complex sentences containing relative clauses more confidently.                           | competently interacts with, and critically evaluates a range of complex texts, competently making reference to author's manipulation of text-type and grammatical structure to suit a range of purposes.          |
| Vocabulary                         | draws on home language and develops a small bank of high-frequency vocabulary using visual cues.   | uses emerging knowledge of letters and sounds to read a small bank of high-frequency words.   | draws on an emerging bank of SAE high-frequency reading vocabulary and some topic specific vocabulary and some topic specific vocabulary.  | reads high-interest content vocabulary in context and draws on bank of memorised high-frequency words in context.   | recognises irregular verbs, personal and possessive pronouns, recognises a greater range of adjectives and common abbreviations, expresses personal opinion or desire.   | expands on technical and subject-specific vocabulary, uses common time references, synonyms, homonyms, homophones.  | has an extensive bank of specialised and technical vocabulary for use across the learning areas.  | understands that different choices of vocabulary enhance meaning, position of a word in a sentence can affect the meaning.   | understands a greater range of vocabulary for academic, social and personal purposes.   |
| Codes and conventions              | begins to learn letter names and some associated sounds, begins to sound out two or three letter 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.   | uses emerging phoneme-grapheme knowledge and beginning onset and rime to sound out common words.   | uses knowledge of letters, sounds, syllables, word families and affixes to attempt reading new words.   | continues to develop competence in decoding strategies, identifying patterns and rhymes in words and transferring knowledge to new words.  | uses existing knowledge of letters, sounds, syllables, word families and affixes to attempt new or key words.   | decodes more complex words accurately, using spelling rules and generalisations, considers media text types across the curriculum.  | uses knowledge of graphophonics effectively to decode complex words in year-level appropriate texts.   | uses known spelling patterns and affixes to make sense of unfamiliar words, recognises persuasive techniques in media texts.  |
| Comprehension                      | may be in silent period, observes others and relies on visuals, translation, teacher, and contextual support.  | uses beginning sound and word knowledge to read some short simple formulaic phrases following teacher modelling, makes some personal connection in very familiar texts with cultural relevance. | attempts some reading strategies to comprehend simple texts, makes personal connections with texts of cultural relevance, reads and understands simple formulaic phrases.  | answers simple 5W/ questions, identifies and gives simple descriptions of characters, making personal connection with texts, reads and understands simple sentences, begins to make predictions.                        | reads simple texts with minimal support, demonstrates literal and simple comprehension of main ideas, predicts simple cause and effect, plot development in written and visual texts, begins to ask questions for clarification. | demonstrates understanding of main storyline and key information when retelling/rephrasing text, uses modelled reading strategies to comprehend unfamiliar texts, comprehends some idioms and simple colloquial language.       | comprehends longer and more complex texts, recalls, discusses and summarises main ideas, answers higher-level literal, some inferential and evaluative questions, understands more figurative language. | infers meanings, connects ideas, engages with complex texts, responds to humour, signs of text style preference, relies on general knowledge, home language and an overall proficiency in SAE to comprehend written and media texts. | competently expresses opinions, makes inferences and draws comparisons across texts with critical analysis of viewpoints and key concepts.  |
| Fluency                            |  |   | reads word-by-word with limited understanding, imitates pronunciation and intonation modelled by teacher with some success.  | reads familiar texts with some fluency and appropriate intonation, taking account of basic punctuation.   | reads simple texts with some consistency, fluency and clarity, experiments with intonation, volume and stress.   | reads simple texts with growing confidence and clarity, altering tone and expression according to punctuation, text and audience.   | reads most texts with fluency, may play with language for humorous effect, uses punctuation effectively for phrasing when reading aloud.  | reads on familiar and unfamiliar topics across learning areas with facility and fluency, uses intonation for effects.  | reads texts across the curriculum fluently with expression and appropriate intonation, pauses and emphasis for effects.   |

# Writing



|  | Mode statement   | Beginning levels   |   |   | Emerging levels  |  | Developing levels  |  | Consolidating levels  |   |
|--|--|--|---|---|--|--|--|--|---|---|
|  |  | 1a   | 1b  | 2   | 3  | 4  | 5  | 6  | 7   | 8   |
|  |  | Level description  | Level description   | Level description   | Level description  | Level description  | Level description  | Level description  | Level description   | Level description   |
|  | The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when writing with purpose in a wide range of situations. | <b>The student</b> is from a limited schooling background and begins to represent ideas through drawing, letters and environmental print with extensive support. | <b>The student</b> is new to writing in SAE and copies models of SAE letters, words, basic punctuation and simple formulaic phrases with extensive support. | <b>The student</b> becomes familiar with simple text structures, and writes short simple, formulaic sentences with ongoing support. | <b>The student</b> builds awareness of common text types, experiments with SAE language formulas to write a limited range of short, simple texts with ongoing support. | <b>The student</b> experiments with a greater range of SAE vocabulary, grammar and language structures to plan, write and redraft creative and informative SAE texts with continued support. | <b>The student</b> demonstrates increasing awareness of culturally-specific language forms, and writes a range of text types across the curriculum with continued support. | <b>The student</b> uses awareness of form, register, audience and purpose to write using grammar and literary devices, with minimal support.                     | <b>The student</b> consolidates SAE language and cultural understandings to plan and write with increasing accuracy and control.                          | <b>The student</b> writes independently and competently in SAE across the curriculum, considering context, audience and purpose, with greater control and independence. |
|  | The student applies intercultural understandings of increasing complexity to create effective SAE written texts.   | understands that writing is part of the school routine and begins to understand the meaning of some symbols and environmental print.                             | is aware that writing conveys a meaning and that languages have different scripts or an oral tradition.   | becomes familiar with classroom writing contexts, some purposes of environmental print and some simple text types.                  | develops awareness of common SAE text types and vocabulary, and uses simple metalanguage to compare SAE with home language.  | becomes more aware of written features of SAE and develops the metalanguage to compare SAE to home language.   | experiments with culturally-specific language forms, separates dialects of English where applicable, comparing SAE with home language in written texts.                    | begins to write with awareness of register and code-switches between dialects of English with some control, where applicable.                                    | expresses greater understanding of the relationship between written language and culture, sustaining register, code-switches with greater control.        | considers context, purpose and reader, includes humour, colloquialisms and idioms effectively, and compares more complex written SAE with home language.                |
|  | The student creates a range of SAE written texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops.      | has little experience with context and purpose for writing, draws to represent ideas, and reproduces some letters and environmental print.                       | copies models of SAE letters, words and simple formulaic phrases with basic punctuation.  | writes short simple, formulaic sentences, developing awareness of common vocabulary, spelling and simple grammatical structures.    | writes a small repertoire of simple texts in the present tense, using simple and compound sentences with growing spelling accuracy.                                    | writes a range of longer, simple, creative and informative SAE texts in the simple present, past and future tenses with more detail.   | plans and writes a range of basic text types with more detail and coherence, using present and past perfect tenses and simple conditionals.                                | writes more independently, with awareness of complex grammar and literary devices, including relative clauses, modals, the passive voice, similes and metaphors. | writes a variety of text types fluently and cohesively, achieving both shades and precision of meaning, with growing grammatical accuracy and complexity. | writes reflecting a personal style with consistent control over textual features as expected at the relevant year level.  |
|  | The student selects from a repertoire of processes and strategies when writing in SAE, by reflecting on their understanding of the way language and SAE works.                     | copies and relies on language models and scaffolds, visual, contextual and home language support and classroom resources.  | relies on language models and scaffolds, visual, contextual and home language support, and classroom resources to support attempts at writing in SAE.       | relies on scaffolded language experience, teacher modelling, environmental print, writing frameworks and class texts.               | follows modelled writing, experiments with formulaic structures, and requests help with specific spelling, vocabulary and phrasing.                                    | draws on knowledge of vocabulary and the writing process, modelled frameworks for planning and writing, and redrafts following teacher conferencing.   | engages in SAE writing as a process, from planning through to editing, supported by explicit EAL/D teaching, support and resources.  | follows grammatical rules and uses personal planning and editing strategies and teacher conferencing.  | plans, revises and monitors own writing effectively, drawing on growing vocabulary and grammatical understandings and resources.                          | plans, revises, refines and discusses writing to produce coherent and precise SAE texts.  |

## Level 1a – limited schooling

The student is from a limited schooling background and begins to represent ideas through drawing, letters and environmental print with extensive support.

### Intercultural understandings

- may be new to writing and not initially understand the purpose
- understands that writing is a part of the school and community culture
- becomes aware that writing conveys meaning to others
- recognises that SAE writing is a cultural practice that may differ from their own cultures that may place higher importance on oral language
- relies on the home language to make meaning from writing
- understands that oral language is linked to writing and is used to describe drawn or written messages
- begins to understand some environmental print related to the classroom, school and local environment including the meaning of symbols
- relies extensively on teacher modelling, visual and contextual support.

### Linguistic features and structures

- has limited understanding of audience and purpose for writing
- attempts to write own name, copy day of the week, following teacher modelling and explicit instruction
- begins to use environmental print, but may not fully comprehend what they represent
- labels and draws pictures using scaffolded sentences and environmental print (eg 'I like...')
- copies and completes simple formulaic patterns on familiar topics. (eg 'A bear is big. A bear eats meat. A bear can walk. A bear has four legs. I like bears.')
- begins to use isolated SAE words, home language or gesture to describe some drawings or writing attempts

- attempts to use:
  - familiar nouns for people, places and things
  - present tense verbs such as *walk, sit, eat, sleep*
  - common adjectives such as colour, size, number.

### Vocabulary

- copies and uses a limited bank of high-frequency vocabulary in context (eg 'I see', 'I can', 'I like') after teacher modelling and practice.

### Spelling

- spells their name
- begins to write some letters to represent initial sounds.

### Punctuation

- attempts to use capital letters for names and beginning of a sentence with teacher prompting and collaboration
- attempts to apply full stops, may use at the end of every line.

### Handwriting

- forms some familiar lower and upper case letters and numbers
- begins to write from left to right and top to bottom
- sometimes leaves spaces between words
- attempts to use correct pencil grip
- develops pre-writing skills (eg draw, trace and copy patterns, pictures, letters and words).

**Level 1b**

The student is new to writing in SAE and copies models of SAE letters, words, basic punctuation and simple formulaic phrases with extensive support.

**Intercultural understandings**

- develops an awareness of the purposes for writing
- recognises the difference between writing and drawing
- draws on prior knowledge of writing and is aware that writing conveys a meaning to others
- relies very heavily on teacher modelling, scaffolding, visual and contextual support
- relies on home language to make meaning from writing
- expects that writing in SAE performs the same purpose as writing in other languages
- makes connections with environmental print and the classroom and school topics
- understands that SAE writing may differ in appearance from other languages
- recognises graphic images in the environment relevant to their culture (eg toilet signs).

**Linguistic features and structures**

- engages in language experiences and shared writing activities (eg print walks, making signs, interactive whiteboard games, shared daily class story, class recount about a familiar event)
- writes own name, day of the week, rules up correctly, date with teacher modelling and explicit instruction
- completes patterned sentences with assistance in response to shared experiences using visual support (eg 'I like...')
- copies and experiments with words and short phrases with developing understanding (eg words, labelling pictures, lists, diagrams)
- draws or arranges pictures or photos in sequence to label and/or retell a sequence of events or actions
- copies a simple sentence with photos/pictures as visual cues and attempts to add more details
- illustrates simple written text to convey meaning

- copies and experiments with:
  - nouns for people, places and things
  - simple present tense verbs (eg walk, sit, eat)
  - common adjectives (eg colour, size, number).

**Vocabulary**

- copies a small bank of vocabulary from environmental print using picture cues
- memorises and writes some simple high-frequency vocabulary
- uses some familiar, explicitly taught topic vocabulary.

**Spelling**

- begins to spell some two or three letter words
- spells some high-frequency words from memory.

**Punctuation**

- attempts to use capital letters and full stops.

**Handwriting**

- forms upper case and lower case letters using an acceptable starting point
- writes from left to write, top to bottom
- places correct spacing between words most of the time
- uses correct pencil grip.

## Level 2

The student becomes familiar with simple text structures, and writes short simple, formulaic sentences with ongoing support.

### Intercultural understandings

- understands the purpose of written texts
- writes using home language grammatical structures and conventions
- uses cultural ways such as repetition to extend writing
- may recognise differences between writing in home language and SAE.

### Linguistic features and structures

- attempts to express ideas orally for text to be scribed
- participates in jointly constructed writing activities
- uses classroom writing routines and conventions with teacher modelling but with increasing independence (eg name, title on work, rules up correctly, date)
- begins to use simple text type frameworks after explicit teacher modelling and support such as recounts, descriptions and procedures
- reads back own writing with support
- completes a variety of writing tasks following frameworks (eg captions and labels on pictures and diagrams, writes greeting cards, collaborative writing activities)
- uses multimedia to construct a text with a title, sentence and picture
- constructs simple sentences and lists from classroom 'print walks' and word banks
- writes simple and short sentences with teacher modelling and guidance
- uses, with growing accuracy:
  - familiar nouns for people, places and things
  - simple present tense verbs (eg *walk, sit, eat, sleep*)
  - common adjectives (eg colour, size, number)
- uses some:
  - personal pronouns independently (eg *you, he, I, me, she, it, we, they*)
  - articles (eg *the a, an*) in simple written sentences (eg 'A door can open.' 'The ball bounced.')
  - common plurals (eg *dogs, shops, pencils*)
  - prepositions (eg *in, on, up*)
- follows teacher models to construct simple phrases in the simple present, and future tenses, the simple past and present continuous tenses
- follows models of question beginnings.

### Vocabulary

- recognises high-frequency vocabulary
- attempts to use vocabulary from personal word lists, reading, modelled writing and environmental print.

### Spelling

- spells some high-frequency words correctly
- spells some familiar topic words accurately with support
- spells simple CVC words (eg *pat, sun, pip*)
- attempts to spell less familiar words using graphophonic knowledge (eg */sed/for/said*).

### Punctuation

- uses capital letters at the beginning of sentences and experiments with some familiar proper nouns after teacher consultation
- uses full stops to end sentence
- experiments with commas to separate items in a list (eg 'At the zoo I saw a tiger, snake, elephant and a monkey.')
- experiments with question marks (eg practises writing questions about an excursion in a joint writing session with support).

### Handwriting

- forms all upper and lower case letters correctly, depending on literacy background
- writes left to write, top to bottom with spacing between words, writes on the line, uses correct pencil grip.

### Editing

- begins to edit for capital letters to start a sentence and full stops, with support.

## Level 3

The student builds an awareness of common text types and experiments with SAE language formulas to write a limited range of short, simple texts with ongoing support.

### Intercultural understandings

- has a greater understanding of the structure and purpose of written texts
- recognises differences in world view and how writing is used differently across cultures
- is aware that basic written vocabulary is necessary to function in school and community contexts
- develops an awareness of some links between spoken SAE conventions and writing
- recognises and compares home language and SAE language features and structures.

### Linguistic features and structures

- contributes ideas to class or shared texts with increasing confidence
- constructs a small range of simple text types (eg recounts, retells, procedures) on familiar topics with teacher modelling and scaffolding
- initiates own writing for particular purposes and audiences
- experiments with writing short, simple persuasive and narrative texts based on familiar language patterns
- writes using a range of different text types including environmental print, diagrams, billboards, posters, lists and letters
- uses visual cues, word charts and environmental print related to language experience
- write simple and compound sentences with scaffolding using subject/verb/object sentence patterns
- connects related ideas in sentences using conjunctions and sequence markers with support
- begins to write simple paragraphs, attempting to include more detail
- experiments with combining and extending known language and sentence structures
- uses word association to link ideas (eg excursion, bus, zoo, animals, tiger)
- with modelling and scaffolding:
  - identifies present and past tenses in sentences
  - builds on a bank of nouns, verbs, adverbs and adjectives

- uses articles with increasing accuracy
- uses a narrow range of prepositions
- experiments with quantifiers (eg *lots of, many*)
- uses demonstratives (eg *this, that, those, these*)
- uses repetition for emphasis.

### Vocabulary

- uses common vocabulary and some explicitly taught subject-specific words
- uses specialised vocabulary of personal significance.

### Spelling

- spells unfamiliar words using knowledge of blends, digraphs and word families although spelling may still reflect home language pronunciation
- spells many high-frequency and topic words accurately.

### Punctuation

- correctly uses punctuation (eg capital letters and full stops)
- experiments with commas, speech marks, question marks and apostrophes, after teacher modelling.

### Handwriting

- consistently forms upper and lower case letters, leaves spaces between words and writes on the line in all writing contexts.

### Editing

- edits spelling of familiar and new words taught in class, punctuation (eg capitals, full stops) and simple tenses
- begins to use conferencing feedback to self correct simple errors.

## Level 4

The student experiments with a greater range of vocabulary, grammar and language structures to plan, write and redraft creative and informative SAE texts with continued support.

### Intercultural understandings

- begins to use simple language to talk about differences in world view and how writing is used differently across cultures
- uses simple metalanguage to discuss and compare home language and SAE language features and structures
- identifies some differences between writing in home dialect and SAE if a dialect speaker
- experiments with code-switching between home language and SAE
- becomes more aware of written features of SAE, and how they differ from spoken texts.

### Linguistic features and structures

- writes a variety of text types including:
  - simple creative texts
  - lists, letters, instructions, captions for illustrations and photographs, diagrams
  - writes texts from teacher's notes or retrieval chart
- writes persuasive and informative text types with support from clearly modelled text structure and framework
- begins to elaborate on simply stated ideas
- demonstrates awareness of some conventions to separate ideas or sections
- organises information in alphabetical order following models
- uses cohesive devices to link ideas logically (eg but, because, Friday, then, after) and simple time sequence markers
- writes in the present, past and future tenses with more confidence
- uses:
  - dependent clauses
  - simple reference items to create cohesion
  - simple phrases to express personal opinion
  - phrases to express basic comparisons and superlatives
- experiments with growing repertoire of quantifiers

- uses some pronoun references, following teacher modelling:
  - with noun/pronoun agreement
  - with personal, object and possessive pronouns
  - indefinite pronouns.

### Vocabulary

- begins to select appropriately from a greater range of vocabulary for description
- uses an increasing repertoire of subject-specific vocabulary
- builds knowledge of common affixes.

### Spelling

- spells many commonly used words with accuracy, using letter patterns and spelling rules and context
- applies a growing range of spelling strategies.

### Punctuation

- uses correct punctuation including capital letters, full stops and commas
- applies quotation marks for dialogue with increasing accuracy.

### Handwriting

- writes legibly, forming all upper and lower case letters correctly, in all writing contexts.

### Editing

- edits independently, after teacher or peer conferencing, for:
  - correct use of basic punctuation including commas, question marks, quotation marks and apostrophes for contractions
  - meaning
  - spelling of familiar and some unfamiliar words using personal word lists, environmental print and dictionaries.

## Level 5

The student demonstrates increasing awareness of culturally-specific language forms, and writes a range of text types across the curriculum with continued support.

### Intercultural understandings

- uses some common colloquialisms and idioms in creative writing following language models
- uses own experience and perspectives to support written viewpoint
- identifies different characteristics of spoken SAE and written language with teacher guidance
- organises simple texts sequentially with an awareness that this may differ across cultures
- identifies differences between SAE and home language text layout and structure.

### Linguistic features and structures

- creates detailed text types appropriate to purpose and audience with support and modelling
- creates poems of various forms
- plans and sequences information
- takes simple notes from oral or written texts
- constructs text from notes, using key words to summarise
- generates and articulates ideas before writing
- incorporates information from other sources into own writing
- writes simple explanations and short simple text from a character's viewpoint
- presents information appropriately using text, diagrams, graphs and tables
- writes with greater fluency and speed
- uses subject-verb-agreement with some accuracy
- uses present and past tense verbs with increasing accuracy
- becomes more familiar with:
  - present perfect and past perfect tenses (eg *just, already, yet*)
  - simple conditionals (eg *if, perhaps, will*)
- produces compound and complex sentences using:
  - conjunctions
  - relative pronouns

- antonyms and synonyms
- possessive forms, with more confidence
- experiments with:
  - modals
  - adverb/adjective modifications
- begins to use paragraphs more effectively:
  - experiments with topic sentences
  - uses a variety of sentence beginnings
  - applies appropriate time sequence markers.

### Vocabulary

- uses an expanding vocabulary, including subject-specific vocabulary to enhance descriptions
- experiments with selection of suitable words for different text types
- begins to create mood and feeling by selecting appropriate emotive language, some common colloquialisms and idioms.

### Spelling

- spells most words accurately, applying a wider range of spelling strategies.

### Punctuation

- uses common punctuation, including exclamation marks and commas, with greater accuracy
- uses possessive forms and direct speech with varying accuracy.

### Editing

- continues to self edit, adding to and revising drafts
- participates in conferencing/brainstorming before and after writing tasks
- elaborates and refines writing after teacher conferencing.

## Level 6

The student uses awareness of form, register, audience and purpose to experiment with more complex grammar and literary devices, with minimal support.

### Intercultural understandings

- identifies important common differences between spoken and written texts with teacher assistance
- identifies some culturally specific patterns through comparison of SAE discourse patterns with those of home language
- organises adjectives in a sentence according to SAE rules and can compare to home language
- code-switches between home language and SAE with some control.

### Linguistic features and structures

- constructs familiar text types independently (eg descriptions and reports) with increasing clarity and greater length
- writes persuasive and informative text types supported with modelling, scaffolding and frameworks
- selects and incorporates suitable materials from a range of sources with modified or controlled language complexity
- writes with a balance between general idea and supporting detail
- takes more relevant and detailed notes from oral and written texts
- states personal opinion using simple expressions
- has greater control over the writing process and writes with spontaneity, drawing on existing writing knowledge
- uses register suited to the text type, with minimal support
- uses:
  - present perfect and past perfect tenses (eg just, already, yet)
  - simple conditionals (eg if, perhaps, will) with more accuracy
  - relative clauses with greater accuracy
  - common subject/verb agreement correctly in compound sentences
  - modals effectively in simple phrases and statement

- adjectives and quantifiers to enhance simple phrases
- a variety of conjunctions to relate ideas across sentences or paragraphs in a text
- a variety of cohesive devices
- begins to write more effective topic sentences
- experiments with literary devices such as similes and metaphors with teacher modelling
- signals personal opinion using simple expressions.

### Vocabulary

- uses an expanding range of general and subject-specific SAE vocabulary including:
  - words with multiple meanings (eg *point – to aim, sharp edges*)
  - a variety of word forms (eg *wind, unwind, rewind, wind-up*).

### Spelling

- uses affixes to make approximations of unfamiliar words
- uses a range of sources, including dictionaries to spell unknown words.

### Punctuation

- uses a range of punctuation correctly (apostrophes, quotation marks and contractions).

### Editing

- edits with growing success to increase fluency, accuracy and readability
- proofreads and edits for correct punctuation (apostrophes and quotation marks) and commonly misspelled words (homonyms and homophones) and tenses (regular and irregular)
- identifies some unintended meanings in own writing.

## Level 7

The student consolidates language and cultural understandings to plan and write with increasing accuracy and control.

### Intercultural understandings

- sustains appropriate register for a particular text type
- expresses perspective and point of view rather than personal assertion
- identifies whether use of register is suitable for formal and informal writing and can justify choice made
- draws on home language and past learning to enhance writing
- demonstrates control over choice of dialect, dependent on audience and purpose.

### Linguistic features and structures

- writes longer, more detailed text types with growing independence
- writes:
  - creative narratives with detailed setting, clear plot and some character development
  - an explanation of a process
  - argumentative text with substantiating detail
  - a report, after planning and researching
- chooses appropriate layout and presentation according to audience and purpose
- uses modals and more complex subject/verb agreement
- follows models for more complex conditionals
- uses, with increasing accuracy:
  - conjunctions to join clauses in compound sentences
  - tag questions in direct speech
  - prepositions and a growing repertoire of prepositional phrases
  - relative pronouns and irregular plurals

- uses a variety of cohesive devices accurately and simple connectives to sequence, justify, compare and contrast
- uses paragraphing effectively in longer texts for different purposes
- writes flexibly with a range of sentence beginnings for both informational and creative texts
- writes texts reflecting personal style.

### Vocabulary

- uses more subject-specific and technical vocabulary
- uses common idioms and colloquialisms
- uses a wider range of vocabulary for different shades of meaning.

### Spelling

- applies a range of learnt strategies to spell unfamiliar and complex words
- writes complex words with greater accuracy.

### Punctuation

- uses appropriate punctuation consistently and effectively.

### Editing

- plans and drafts writing tasks, checking and redrafting, as necessary
- edits for coherence and clarity by refining:
  - use of tenses
  - vocabulary choices
  - punctuation.

## Level 8

The student writes independently and competently in SAE across the curriculum, considering context, audience and purpose with greater control and independence.

### Intercultural understandings

- uses colloquialisms, humour, pathos and idioms
- reflects on home language to enhance imagery in SAE writing
- can code-switch competently between SAE and home language
- has some awareness of the need to choose words carefully because of social/cultural sensibilities, includes cultural references shared by reader.

### Linguistic features and structures

- writes extended personal, creative and informational texts across the curriculum independently and discusses writing intention
- uses a wide range of grammatical structures:
  - modals to qualify opinions and statements
  - irregular comparative adjective forms correctly
  - subject/verb agreement control
  - complex conditionals
  - prepositions and prepositional phrases
  - nominalisation
- uses connectives in more formal academic contexts to offer counter arguments (eg *therefore*, *however*) to relate cause and effect
- uses a range of cohesive devices to improve fluency and precision
- summarises and synthesises information from a number of sources
- writes expositions clearly, stating two points of view and summarising arguments.

### Vocabulary

- has a range of complex social and academic vocabulary
- follows models to use vocabulary for precision of meaning
- uses specialised language for abstract concepts.

### Spelling

- spells accurately with only minor errors
- expands formal register spelling with explicit teaching of morphemes.

### Punctuation

- uses punctuation consistently and effectively such as:
  - references to other sources using quotation marks
  - commas to separate clauses.

### Editing

- edits successfully for spelling, punctuation, grammar, meaning and style to increase fluency, accuracy and readability at the whole text level.

|                                    | Beginning levels   |   |   | Emerging levels   |  | Developing levels  |  | Consolidating levels  |   |
|------------------------------------|--|---|---|---|--|--|--|---|---|
|                                    | 1a   | 1b  | 2   | 3   | 4  | 5  | 6  | 7   | 8   |
| Level description                  | <b>The student</b> is from a limited schooling background and begins to represent ideas through drawing, letters and environmental print with extensive support.   | <b>The student</b> is new to writing in SAE and copies models of SAE letters, words, basic punctuation and simple formulaic phrases with extensive support.   | <b>The student</b> becomes familiar with simple text structures, and writes short simple, formulaic sentences with ongoing support.                     | <b>The student</b> builds an awareness of common text types, experiments with SAE language formulas to write a limited range of short, simple texts with ongoing support. | <b>The student</b> experiments with a greater range of SAE vocabulary, grammar and language structures to plan, write and redraft creative and informative SAE texts with continued support. | <b>The student</b> demonstrates increasing awareness of culturally-specific language forms, and writes a range of text types across the curriculum with continued support. | <b>The student</b> uses awareness of form, register, audience and purpose to write using grammar and literary devices, with minimal support. | <b>The student</b> consolidates SAE language and cultural understandings to plan and write with increasing accuracy and control.                            | <b>The student</b> writes independently and competently in SAE across the curriculum, considering context, audience and purpose, with greater control and independence. |
| Intercultural understandings       | begins to understand that SAE writing is a cultural practice that may differ from their own experiences, understands that writing is a part of the school routine. | makes some sense of the SAE script and classroom writing practices and how these differ from the home language.   | understands the purposes of written texts, recognises the differences between SAE writing and home language.  | makes comparisons between SAE language features and structures and home language, and how differently writing is used across cultures.                                    | becomes aware of written features of SAE and how they differ from spoken texts, experiments with code-switching between home language and SAE.   | writes with more understanding of how cultural content and specific linguistic features differ and can be used in writing.   | writes with awareness of register and code-switches between dialects of English with some control where applicable.                          | sustains appropriate register for a particular text type, expresses perspective and opinion draws on own culture and past learning to enhance writing.      | uses SAE cultural effects, reflects on home language to enhance imagery in SAE writing, code-switches efficiently.  |
| Linguistic features and structures | copies simple formulaic patterns in a range of writing activities with extensive teacher modelling and support.  | develops an understanding of the purposes for writing, follows and copies teacher modelling for text layout, shows beginning awareness of sentence structure. | participates in jointly constructed writing activities using simple text-types with teacher modelling and support.                                      | initiates own writing, using common text types with sequencing events to convey ideas with emerging awareness of audience, purpose and tenses.                            | writes a range of simple creative text types using clearly modelled frameworks and developing understanding of text types and purposes.  | has greater control over the writing process, writes with spontaneity, drawing on existing writing knowledge.  | has greater control over the writing process, writes with spontaneity, drawing on existing writing knowledge.                                | confidently writes a range of both fiction and non-fiction text types with flexibility in structure and vocabulary, uses inference and figurative language. | competently writes a range of SAE texts across the curriculum with greater control, personal style, humour and metaphors.   |
| Vocabulary                         | copies a limited bank of high-frequency vocabulary and attempts to label drawings with teacher modelling and support.  | copies a small bank of high-frequency vocabulary from environmental print using picture cues and a small bank of memorised high-frequency words.              | develops familiarity with vocabulary related to learning program and begins to copy from personal word lists, modelled writing and environmental print. | 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.   | experiments with selection of suitable words for text type, enhances descriptions with some sophisticated vocabulary.  | uses an expanding range of general and subject-specific vocabulary.  | uses more subject-specific, technical vocabulary, common idioms and colloquialisms.   | uses specialised language for abstract concepts.  |
| Spelling                           | spells their name, begins to write some letters to represent initial sounds.   | begins to spell some two and three letter words and high-frequency words.   | spells some high-frequency words, and uses phonemic skills for simple topic and CVC words.  | spells phonetically using beginning word family knowledge, home language pronunciation and spelling structure.  | spells many commonly used words with accuracy, applying letter patterns and spelling rules and strategies.   | spells most words accurately, applying a wider range of spelling strategies.   | uses a range of sources including dictionaries to spell unknown words.   | writes complex spellings with greater accuracy using a range of learnt strategies.  | generally spells accurately and expands formal register.  |
| Punctuation                        | attempts to use basic punctuation with teacher support.  | attempts capital letters and full stops.  | follows models to use basic punctuation such as capital letters, full stops and question marks with varying accuracy.                                   | uses full stops, capital letters with varying consistency, experiments with commas, speech marks, question marks, contractions and apostrophes.                           | uses correct punctuation including capital letters, full stops and commas, applies quotation marks for dialogue with increasing accuracy.  | uses common punctuation including exclamation marks and commas correctly, uses possessive forms and direct speech with varying accuracy.                                   | uses a range of punctuation with greater accuracy, uses contractions with greater consistency.   | uses appropriate punctuation consistently and effectively.  | uses punctuation accurately across all text types.  |
| Handwriting                        | forms some letters and numbers, develops directionality and spacing between words, attempts correct pencil grip.   | forms letters as modelled by teacher with SAE directionality, is aware of word spacing and pencil grip.   | forms letters in both upper- and lower case, writes with correct SAE directionality, is aware of word spacing and pencil grip.                          | consistently forms upper- and lower- case letters, leaves spaces between words and writes on the line in all writing contexts.  | writes legibly, forming all upper- and lower- case letters correctly, in all writing contexts.   |  |  |   |   |
| Editing                            |  |   | begins to edit for sentence starter capitals and full stops with support.   | edits basic spelling, punctuation and grammar, begins to use conferencing feedback to improve writing.  | with teacher conferencing, edits for correct use of basic punctuation including contractions and for meaning.  | participates in conferencing before and after writing tasks, elaborates and refines writing after teacher conferencing.  | edits with increasing success, proofreads for correct punctuation, identifies some unintended meanings in own writing.                       | plans, drafts writing tasks checking for clarity and coherence.   | edits successfully for style, grammar, punctuation, spelling and meaning to increase fluency, accuracy and readability at the whole text level.                         |

|                                 |   |
|---------------------------------|---|
| <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, 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, miscommunication, unusual</i> )   |
| <b>preposition</b>          | word denoting position (eg <i>under, between</i> )  |
| <b>pronoun</b>              | word used to replace a noun or noun phrase, including personal pronouns (eg <i>I, you, he, (reference item) she, it, we, they</i> ); possessive pronouns (eg <i>my, your, his, her, its, our, their</i> ) and relative pronouns (eg <i>who, 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  |

## References

Government of Education Alberta, 2014, *The Alberta K-12 ESL Proficiency Benchmarks*, Alberta: Government of Alberta Education.

School Curriculum and Standards Authority, 2009, *Judging Standards PP- Year 3 English: Writing*, Perth: The Authority.

NSW Department of Education and Training, 2010, *Curriculum K-12: Focus on Reading 3-6 program - Teaching Comprehension Strategies*, Sydney: The Department.

Ontario Ministry of Education and Training, 2005, *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom*, Ontario: The Ministry.

## Journals

Australian Council of TESOL Associations (ACTA), *TESOL in Context: Journal of ACTA*.

Australian Association for the Teaching of English (AATE), *English in Australia: The Journal of Australian Association for the Teaching of English*.

Australian Literacy Educators' Association (ALEA), *Australian Journal of Language and Literacy*.

Australian Literacy Educators' Association (ALEA), *Literacy Learning the Middle Years*.

Australian Literacy Educators' Association (ALEA), *Practically Primary*.

TESOL International Association, *TESOL Quarterly. A Journal for Teachers of English to Speakers of Other Languages and Standard English as a Second Dialect*.

## General

Australian Curriculum, Assessment and Reporting Authority (ACARA) , 2011, *English as an Additional Language or Dialect Teacher Resource: Overview and EAL/D Learning Progression*, Sydney: The Authority.

Axford, B., Harders, P., & Wise, F., 2009, *Scaffolding Literacy: An Integrated and Sequential Approach to Teaching Reading, Spelling and Writing*, Camberwell, Vic: ACER Press.

Cummins, J., 2000, *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Bristol, UK: Multilingual Matters.

Deller, S., & Price, C., 2011, *Teaching Other Subjects Through English*, Oxford: Oxford University Press.

Department for Education and Child Development, South Australia, 2011, *Teaching ESL Students in Mainstream Classrooms: Language in Learning Across the Curriculum*. Third ed. South Australia: ECD Publishing.

Department of Education and Children's Services, South Australia, 2002, *ESL in the Mainstream for the Early Learner* (course), South Australia: The Department.

Department of Education and Training, Association of Independent Schools of Western Australia, Catholic Education Office of Western Australia, 2004, *Deadly Ways to Learn: Deadly Ideas and Deadly Yarns*, East Perth, Perth: Deadly Ways To Learn Consortium.

Department of Education and Training, Western Australia, 2009. *ESL/ESD Progress Map*. Perth: The Department

Department of Education and Training, Western Australia, 2004, *Powerful Ways: A Meta Language and Literacy Project: Scaffolding Language for Learning: Classroom Materials*, Perth: The Department.

Department of Education, Western Australia, 2013, *Language, Literacy and Learning Two way: Teaching Aboriginal EAL/D Students in the Early Years* (course), Perth: The Department.

Department of Education, Western Australia, 2013, *Tracks to Two-Way Learning*, Perth: WestOne Services.

Department of Education, Western Australia, 2002, *Ways of Being, Ways of Talk*, Perth: The Department.

Department of Education, Western Australia, 1999, *Towards More User Friendly Education for Speakers of Aboriginal English: Two-Way English and Solid English*, Perth: The Department.

Derewianka, B., 2011, *A New Grammar Companion for Primary Teachers*, Marrickville, NSW Primary English Teaching Association Australia.

Gibbons, P., 2002, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Portsmouth, NH: Heinemann.

Gibbons, P., 2009, *English Learners, Academic Literacy, and Thinking: Learning in the Challenging Zone*, Portsmouth, NH: Heinemann.

Hammond, J. (ed.), 2001, *Scaffolding: A Focus on Teaching and Learning in Literacy Education*, Newtown, NSW: Primary English Teaching Association.

Hertzberg, M., 2012, *Teaching English Language Learners in Mainstream Classes*, Marrickville, NSW: Primary English Teaching Association Australia.

Hindmarsh, S., 2004, *Language and Literacy: Classroom Applications of Functional Grammar: Teacher Development Course*, South Australia: DECS Publishing.

Hindmarsh, S., 2006, *Teaching ESL Students in Mainstream Classrooms: Language in Learning Across the Curriculum Readings*, South Australia: DECS Publishing.

Housden, E., 2008, *Senior Text Types: A Writing Guide for Students*, Wilston, QLD: Farr Books.

Humphrey, S., Droga, L., & Feez, S., 2012, *Grammar and Meaning*, Marrickville, NSW: Primary English Teaching Association Australia.

Knapp, P., 2005, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: University of NSW Press.

Knobel, M., 1999, *Ways of Knowing: Researching Literacy*, Newtown, NSW: Primary English Teaching Association.

Queensland Department of Education, Training and Employment, 2013, *Capability Framework - Teaching Aboriginal and Torres Strait Islander EAL/D learners*, Brisbane.

Richards, J.C., 1999, Addressing the grammar gap in task work, *TESOL in Context*, 9 (1), July, 3-9.

Rossbridge, J. & Rushton, K., 2011, *Conversations About Texts 2: Teaching Grammar Using Literary Texts*, Marrickville, NSW: Primary English Teaching Association Australia.

Sharifian, F. and the Department of Education, 2012, '*Understanding stories my way*': *Aboriginal – English speaking students*' (mis) understanding of school literacy materials in *Australian English*, Institute for Professional Learning, Perth.

School Curriculum and Standards Authority, 2014, *Western Australian Curriculum and Assessment Outline*, Perth: The Authority.

Townsend, A. & Quill, A., 2007, *Get Ahead in Grammar*, Wilston, QLD: Farr Books.

Townsend, A., Quill, A. & Oostenbroek, P., 2006, *Text Types: A Writing Guide for Students*, Wilston, Queensland: Farr Books.





9 780730 745532