

NT EAL/D Learning Progression; Listening – Transition to Year 2 – Version 1.0

All students learning English as an additional language/dialect benefit from hearing their home language being spoken and being encouraged to explore concepts in their home language. EAL/D students need to have Standard Australian English (SAE) cultural references explained either in SAE or in home language as this supports SAE learning and strengthens cognitive growth.

Element key: **Communication**, **Socio-cultural understandings**, **Language structures and features**, **Learning how to learn**. Denotes ACARA EAL/D Learning Progression

Beginning	Emerging		Developing		Consolidating
Beginning Level 1 Listening Proficiency statement	Beginning Level 2 Listening Proficiency statement	Level 1 Listening Proficiency statement	Level 2 Listening Proficiency statement	Level 3 Listening Proficiency statement	Level 4 Listening Proficiency statement
<p>Students at BL1 are new to hearing SAE in learning environments.</p> <p>Students begin to join in some classroom activities but may not speak in SAE.</p> <p>Students begin to attend to SAE speakers and audio texts for brief moments, focussing on tone, intonation, visual cues and gestures.</p> <p>Students watch silently as they attempt to tune into SAE. They use home language knowledge to make interpretations of spoken texts and rely heavily on home language speakers for translation.</p>	<p>Students at BL2 attend to SAE speakers and audio texts for short periods and follow simple spoken SAE, focussing on key words delivered clearly and slowly with gestures, visuals and repetition.</p> <p>Students join in routines with some understanding of SAE social conventions, common greetings and courtesy phrases.</p> <p>Students begin to recognise and respond to a few simple predictable SAE instructions, questions and content words in known contexts.</p> <p>Students need wait time to process the key SAE words they can distinguish into their home language before responding. They continue to rely heavily on home language support.</p>	<p>Students at L1 comprehend and respond to SAE speakers and audio texts in familiar, social interactions and contextualised learning situations. They follow simple, routine instructions spoken clearly and slowly with visuals, gestures, repetition and rephrasing.</p> <p>Students begin to use some SAE social listening conventions in class activities and in face-to-face situations and respond to changes in intonation.</p> <p>Students recognise basic spoken SAE sentence types. They understand key content words and well-known phrases and a small bank of key questions, time reference and content words, and well-known phrases. They can discriminate between some SAE sounds in words.</p> <p>Students begin to attend to oral SAE, continuing to rely on visual cues, gestures, repetitions and rephrasing to support learning in SAE. They continue to need wait time to process their understanding of SAE and use home language speakers to clarify their understandings.</p>	<p>Students at L2 comprehend and respond to a range of simple SAE spoken and audio texts, at a literal level. They follow SAE in familiar social and classroom learning settings when supported with visuals and when it is delivered at a measured pace.</p> <p>Students use knowledge of SAE listening conventions in simple oral interactions, such as non-verbals/tone, for SAE communication.</p> <p>Students recognise some spoken SAE text types through structures and vocabulary and understand simple compound sentence structures and some complex sentence structures in familiar structured interactions.</p> <p>Students actively follow oral SAE, relying on repetition, intonation and contextual cues and continue to need wait time to process their understanding of SAE. They sometimes seek help from others and continue to benefit from home language support when learning new concepts.</p>	<p>Students at L3 begin to learn and interact in and through SAE. They follow SAE talk delivered at a moderate pace and begin to learn new concepts and, with support, make some inferences in SAE from short spoken and audio texts on familiar topics. They identify main points and ideas and sequence events.</p> <p>Students understand the purpose of some SAE oral text types, respond to social cues, and gain meaning from intonation and stress. They respond appropriately in structured face-to-face interactions.</p> <p>Students recognise and understand the language structures and features of some school-based oral texts, interpret a small range of complex sentence structures and understand some subject-specific vocabulary.</p> <p>Students seek clarification, and access contextual support and their own knowledge of SAE to understand new concepts and extend their learning of SAE. They continue to benefit from home language support.</p>	<p>Students at L4 learn and interact through SAE. They follow longer, moderately complex SAE spoken and audio texts delivered at a near-normal pace. They connect ideas and make some inferences in contextualised situations across the curriculum.</p> <p>Students recognise the purposes of oral texts and respond according to different SAE registers. They begin to respond to some SAE colloquialisms and humour. They require support to understand cultural references in spoken texts.</p> <p>Students interpret an increasing range of moderately complex SAE structures, vocabulary and subject-specific words. They understand questions, statements and negations based on word order and vocabulary rather than intonation.</p> <p>Students access classroom resources and other speakers to clarify meaning and confirm understanding to support learning. They use their own knowledge of SAE to support effective communication and continue to benefit from home language support.</p>
Communication Beginning Level 1	Communication Beginning Level 2	Communication Level 1	Communication Level 2	Communication Level 3	Communication Level 4
<ul style="list-style-type: none"> understand teacher 'talk' when given clearly with unambiguous contextual support through gestures, images and modelling, e.g. the teacher miming eating and pointing to their lunchboxes when instructing students that it is lunchtime may not exhibit typical listening behaviours, e.g. looking at the teacher, or indicate if they have understood attempt to listen for very short periods to simple stories, songs and classroom activities, with visual support, e.g. gestures, illustrations, props respond non-verbally to simple directions or questions interpret gestures and intonation watch and imitate teachers and others, e.g. lining up at the classroom door 	<ul style="list-style-type: none"> watch and observe SAE used in context, using visual and concrete cues to help them understand what they hear attend for short periods to simple stories and songs with visual scaffolds show understanding of simple oral SAE through action, gesture, illustration, drama, matching indicate likes and dislikes non-verbally respond to simple directions in SAE, delivered clearly and slowly, when appropriate wait time (processing time) is given understand familiar, simple and repetitive spoken SAE supported by the immediate context, including simple instructions, relying on key words and context, e.g. 'Come to the mat', and simple questions asking for personal information, e.g. 'What's your name?' respond with a yes or no to simple questions, such as, 'Are you hot?', 'Can you see?' in context and combined with gestures link actions and illustrations to spoken vocabulary 	<ul style="list-style-type: none"> follow simple, routine oral SAE in familiar contexts spoken clearly and slowly with visuals, gestures, repetition and rephrasing show understanding of simple oral SAE texts such as listening to a story, e.g. by sequencing key pictures join in shared group activities with some appropriate responses to expressive statements, e.g. respond with 'Yeah, Miss' if teacher says 'He likes chocolate' respond appropriately to simple, one-step routine instructions when in context, e.g. 'Sit on the mat', 'Go and get your book' respond appropriately to simple wh questions, such as 'Who is that?', 'What can you see?' in context and combined with gestures may appear to understand SAE but may use non-standard forms of taught formulaic SAE that provide evidence of being an EAL/D learner, e.g. says 'Goldilocks an da tree bear' 	<ul style="list-style-type: none"> actively attend to the conversations of other English speakers on familiar topics when speech is clear and the pace is regular have increased listening participation across a wider range of social and learning situations, including listening to a talk, teacher instructions or classroom discussions, when the language is in context demonstrate understanding of simple SAE oral texts, such as recount of shared activities, through identifying true and false information and recalling key events follow simple two-step instructions, relying on key words and contextual cues recall and interpret single ideas from short spoken texts, e.g. 'Do kangaroos lay eggs?' rely on teacher knowing they speak another language 	<ul style="list-style-type: none"> follow SAE in some known classroom and social situations, delivered at a moderate pace, e.g. teacher explanation in familiar language and simple multi-step instructions related to classroom activities follow simple teacher direction and explanations with less dependence on gesture and visuals, drawing on a range of discourse markers such as expression to help make meaning follow scaffolded information in different learning areas on familiar topics get the gist of unfamiliar English in predictable social and learning situations identify key points of information from short spoken texts or classroom talk, e.g. assembly announcements, guest speakers recall the sequence of main ideas/events in short spoken texts, e.g. by ordering illustrations make some simple inferences, with assistance, e.g. 'Was Goldilocks naughty?' 	<ul style="list-style-type: none"> actively attend to the conversations of other English speakers on familiar classroom topics follow most teacher talk in formal learning and social contexts, with contextual support, e.g. modelling, scaffolding, visual aids follow and respond to teacher questions, directions and explanations of familiar topics identify main ideas from a longer, moderately complex spoken text delivered at a near-normal pace distinguish between suggestions and directives
Socio-cultural understandings Beginning Level 1	Socio-cultural understandings Beginning Level 2	Socio-cultural understandings Level 1	Socio-cultural understandings Level 2	Socio-cultural understandings Level 3	Socio-cultural understandings Level 4
<ul style="list-style-type: none"> apply home language/culture conventions, attitudes and beliefs to school situations, e.g. 	<ul style="list-style-type: none"> respond non-verbally to tone of voice, some intonation patterns and body language related to classroom activities 	<ul style="list-style-type: none"> demonstrate a small range of SAE language listening behaviours for short periods of time, 	<ul style="list-style-type: none"> demonstrate SAE listening behaviours in simple oral interactions, e.g. not interrupting, putting hand up to indicate desire to 	<ul style="list-style-type: none"> use SAE conventions for listening in a conversation/group setting, e.g. attends to each speaker and actively listens for ideas 	<ul style="list-style-type: none"> follow and respond appropriately in different oral learning activities, e.g. participate in

<p>avoiding eye contact, not responding to questions or turning away</p> <ul style="list-style-type: none"> begin to respond to SAE social courtesies used by others if they match those in home language misinterpret gestures and facial expressions that have a different meaning in their own culture, e.g. hand gestures, staring with raised eyebrows watch others' gestures, attempting to interpret and imitate the gestures, but may not speak in SAE 	<p>respond appropriately to common greetings</p> <ul style="list-style-type: none"> begin to understand SAE social listening courtesies, e.g. a listener is expected to attend to a speaker, eye contact is expected demonstrate an understanding of some SAE gestures, e.g. teacher shaking their head 	<p>e.g. concentrates, looks at speaker, actively listens for meaning</p> <ul style="list-style-type: none"> understand that in SAE, it is expected that you answer questions, so you need to listen actively use intonation and stress on words to gain meaning from spoken SAE, e.g. hear approval or displeasure, or distinguish between a question and a command respond to tone of voice, facial expressions and gestures demonstrating feelings, e.g. anger/sadness and simple 'slapstick' humour confused by sarcasm or common idioms such as 'What's the magic word?' 	<p>participate, making eye contact in face-to-face situations</p> <ul style="list-style-type: none"> understand that the teacher expects answers to questions to demonstrate understanding, after this has been modelled show understanding that you listen for different purposes (and to respond to questions), e.g. enjoyment of a story, following instructions, recalling key information respond to changes of intonation, pitch of voice and pacing and their effects on mood/feelings and humour, e.g. teacher's reading voice aware of formal and informal oral registers, e.g. principal's announcement compared to call for team practice identify and interpret some SAE gestures that indicate approval or disapproval, e.g. thumbs up, 'high five', middle finger up 	<ul style="list-style-type: none"> begin to understand the purpose and expected behaviour of some different oral text types, e.g. a conversation, an apology or a request to borrow something understand that suggestions and directives are different and have different expectations recognise different oral registers, e.g. when a shop assistant says 'May I help you?' or 'G'day, mate!' are beginning to respond to different registers and understand the importance of listening for different purposes interpret most language literally, although they are beginning to hear humour and recognise jokes understand some colloquialisms and idioms relevant to the early years context, e.g. 'Let's be quiet little mice' interpret changes to intonation, stress and volume, e.g. the many ways to say 'no' 	<p>discussions, listen to formal instructions, listen to a guest speaker</p> <ul style="list-style-type: none"> recognise the intended audience, purpose and register of oral texts, e.g. storytelling, instruction, recounting events, narrated documentary, chatting and arguing understand the importance of listening for different purposes draw on a range of discourse markers (such as expression) to help make meaning respond appropriately to different registers make predictions and inferences with some support in social and learning contexts, e.g. on hearing a teacher has a headache – she may leave early or 'soldier on' recognise and interpret some SAE humour with support, e.g. puns and riddles if they are not culturally laden follow some colloquialisms, under-statements, idioms or cultural references expressed in SAE, e.g. 'bring a plate', 'it's a bit warm today', 'a dog's breakfast' require support to understand cultural references in texts
<p>Language structures and features Beginning Level 1</p> <ul style="list-style-type: none"> attend to spoken SAE for brief moments, focussing on tone and intonation show understanding of some SAE words and phrases when meaning is demonstrated, e.g. through gestures, pointing, using real objects or images and through actions find some English sounds unfamiliar and difficult to distinguish from each other 	<p>Language structures and features Beginning Level 2</p> <ul style="list-style-type: none"> respond to speaker's tone when in context, e.g. 'STOP!' identify the rhythm and intonation of a question cued by facial expression respond to some simple formulaic SAE questions and instructions, such as 'Are you OK?' or 'Sit down here' recognise and respond to some familiar content words/phrases, e.g. names of items, actions performed, some observable attributes understand some context-embedded gestures and a few connected words identify some words they know in a spoken SAE stream, e.g. hears the word 'book' in a sentence begin to distinguish words within sentences with visual or kinaesthetic cues, e.g. placing blocks segments 2-3 syllable words, e.g. through clapping hear some sounds/syllables of SAE and is aware that some don't match those of home language match pictures/objects with other pictures/objects where the spoken SAE words rhyme, e.g. tin with pin hear single sounds of SAE, e.g. initial sounds of familiar words, such as 'p' in please and 'ch' in chair (if similar sounds occur in their own language) 	<p>Language structures and features Level 1</p> <ul style="list-style-type: none"> respond to simple instructions, e.g. 'point to the colour', 'shut the door' respond to changes in intonation, e.g. a rising tone to indicate questioning recognise question words (who, what, when, where) at the start of questions, e.g. 'Where is your pen?' NOT 'you put it where?' recognise explicit time references at the beginning of sentences, e.g. 'Yesterday we saw...' understand simple subject-verb-object word order, e.g. 'Jack hit Ben' (they know who hit whom) identify key words from short spoken/multimodal texts, e.g. number, colour, action verbs and common personal pronouns hear some different SAE words as the same words, depending on the sounds of their home language, e.g. pat/bad, pin/pen, play/pay, ban/band identify SAE words that have the same sound, e.g. rhyming increasingly discriminate between sounds in SAE, including initial, medial and final sounds may confuse some vowel sounds 	<p>Language structures and features Level 2</p> <ul style="list-style-type: none"> recognise some features of basic oral text types, e.g. recount start with past time references, instructions start with a command follow and interpret compound and some complex sentence structures, e.g. 'I shouted, and he ran away' recognise questions, statements and negation from vocabulary, word order and intonation, e.g. 'Has he got his hat?' 'No, he has not got his hat' recognise question starters such as can, do/did, have respond to key words in a range of common oral SAE texts, such as basic markers of sequence, adverbial phrases of place, location and time, e.g. first, next, go over there, after lunch hear and understand some contractions, e.g. negatives such as isn't, can't, and positives such as I'm, he's hear the difference between stressed and unstressed syllables, e.g. doctor, between, assembly, animal discriminate some single and blended SAE sounds in isolated words, e.g. distinguish b from br_, t from _ts (in order to hear plural and third person singular) 	<p>Language structures and features Level 3</p> <ul style="list-style-type: none"> identify oral text types, e.g. stories, poems follow and interpret an increasing range of complex sentence structures using joining words such as because, if, when, e.g. 'The chocolate melted because we heated it', 'If it rains, we will have to stay inside' begin to recognise that questions, statements and negation require changes in word order and vocabulary not only intonation understand simple why and how questions, e.g. 'Why are you crying?', 'How did you fix it?' understand that how and why questions require more than a yes or no answer identify time and place information from an oral SAE sentence identify and understand key learning area vocabulary hear and understand contractions that change the original sounds, e.g. will not/won't, do not/don't hear unstressed prefixes and suffixes that alter the meaning of a word, e.g. fair/unfair, painful/painless hear most of the sounds in English, including short and long vowels and diphthongs distinguish more complex consonant blends, e.g. spr_, asks 	<p>Language structures and features Level 4</p> <ul style="list-style-type: none"> follow and interpret more complex sentences and questions, such as 'What do you think will happen when we heat the chocolate?' follow instructions that include sequential text connectives, e.g. first, then, after that respond appropriately to questions, statements and negation constructed through word order and vocabulary rather than intonation, e.g. 'Do you ...?', 'What is ...?' follow and respond to open-ended questions using vocabulary/ideas from the question can understand some tag questions on positive statements, e.g. 'It's a great day, isn't it?' (not 'It's not a great day, is it?') understand a range of vocabulary including some subject-specific words and simple abstract nouns, such as courage, luck guess at the meanings of words with multiple affixes from the core word, e.g. unhelpfully begin to recognise core meanings in longer words when the part of speech, stress pattern and sounds change, e.g. library/librarian
<p>Learning-how-to-learn Beginning Level 1</p> <ul style="list-style-type: none"> indicate lack of comprehension through facial expression, gesture or ignoring speaker use home language knowledge of the world to make interpretations of spoken texts and may use other first language speakers to confirm understanding rely on gestures and visual aids to understand spoken SAE watch silently as they attempt to tune into SAE 	<p>Learning-how-to-learn Beginning Level 2</p> <ul style="list-style-type: none"> use bilingual support for translation and to connect SAE words with home language concepts rely on others to repeat key SAE words to help them understand endeavour to connect what they have understood with concepts in their home language rely on gestures and visual cues to aid understanding need wait time to process the key SAE words they can distinguish into their home language before responding 	<p>Learning-how-to-learn Level 1</p> <ul style="list-style-type: none"> watch others and copy them to learn classroom routines use home language knowledge of the world to make interpretations of spoken texts and may use other home language speakers to confirm understanding, ask for clarification, translate, repeat or paraphrase seek repetition along with visual cues to support comprehension of spoken texts watch SAE speakers' mouths as they make sounds and words to learn sound production use visual cues, gestures or repetition to support new learning continue to need wait time to process their understanding of SAE 	<p>Learning-how-to-learn Level 2</p> <ul style="list-style-type: none"> rely on emphasis, intonation, repetition and contextual cues when listening to spoken language or texts read aloud check understanding by asking for repetition or explanation need wait time to process what they've heard and make connections with their home language rely partly on home language speakers, if available, when learning in new concepts, to interpret and explain, or turn to friends listen for sounds, sound combinations or words that they find difficult or interesting 	<p>Learning-how-to-learn Level 3</p> <ul style="list-style-type: none"> attempt to predict or infer meaning from context and teacher behaviour ask speaker to repeat/speak slowly continue to need some wait time as they comprehend more complex SAE ask for and benefit from explanation from teacher or other home language speakers, e.g. meaning of new words, concepts, homophones 	<p>Learning-how-to-learn Level 4</p> <ul style="list-style-type: none"> ask English speakers to repeat, rephrase, explain or confirm own understandings to support learning pay attention to and learn new vocabulary from classroom and outside sources listen for initial and final sounds and syllables to identify prefixes and suffixes, e.g. to identify plurals, tense markers, change of meaning/word type continue to benefit from home language support

All students learning English as an additional language/dialect benefit from home language support, such as access to home language speakers for translation and to confirm understandings as well as opportunities to use their home language to support learning Standard Australian English (SAE) and overall cognitive growth. EAL/D students' spoken SAE may continue to reflect home language through grammatical inconsistencies.

Element key: **Communication**, **Socio-cultural understandings**, **Language structures and features**, **Learning how to learn**. Denotes ACARA EAL/D Learning Progression

Beginning	Emerging		Developing	Consolidating	
Beginning Level 1 Speaking Proficiency level	Beginning Level 2 Speaking Proficiency statement	Level 1 Speaking Proficiency statement	Level 2 Speaking Proficiency statement	Level 3 Speaking Proficiency statement	Level 4 Speaking Proficiency statement
<p>Students at BL1 are new to speaking in an SAE learning environment. They watch and imitate some social classroom activities but may not speak in SAE. They may respond non-verbally to respond to directions and instructions.</p> <p>Students use their own cultural expectations and behaviours. They begin to copy and attempt to interpret non-verbal SAE cues and gestures in face-to-face situations, not always with success.</p> <p>Students may copy the sounds they hear in words or single utterances in activities with repetitive language.</p> <p>Students rely heavily on gestures, visual support and other home language speakers to communicate.</p>	<p>Students at BL2 begin to speak in SAE to convey their needs, wants and understandings, using isolated words, expressions and gestures.</p> <p>Students begin to participate in social and classroom interactions, copying teachers, other students, media and other SAE resources. Students use words and some simple, familiar phrases, attempting to pronounce them so they can be understood.</p> <p>Students watch, imitate, repeat and rely on SAE and bilingual speakers to support learning SAE. They need wait time to process their thoughts before responding. Students may still be silent for long periods while acquiring language.</p>	<p>Students at L1, begin to communicate in SAE in familiar social and learning situations using short known SAE sentence structures and gestures.</p> <p>Students use familiar SAE courtesies and begin to understand and use SAE conventions of classroom talk and behaviour.</p> <p>Students use familiar words and common expressions, and approximate SAE word order and pronunciation.</p> <p>Students utilise home language bilingual speakers for translation and clarification and need wait time to process their thoughts before responding. They imitate, repeat and practise SAE and are supported by face-to-face contact and contextual support.</p>	<p>Students at L2 use SAE to participate in contextualised social and learning situations. They initiate talk in SAE.</p> <p>Students use SAE with some understanding of conventions in contextualised social and learning situations.</p> <p>Students use more comprehensible SAE pronunciation and intonation to independently construct simple sentences with familiar SAE vocabulary and approximate SAE grammatical structures.</p> <p>Students continue to utilise home language bilingual speakers for translation and clarification and continue to need wait time. They practise words, phrases and pronunciation patterns and are supported by face-to-face contact and contextual support.</p>	<p>Students at L3 are beginning to learn through scaffolded SAE. They participate in a range of predictable social and learning situations.</p> <p>Students are familiar with some SAE speaking conventions in a range of predictable social and learning situations. They use some SAE language behaviours when communicating and learning.</p> <p>Students use comprehensible pronunciation and intonation to produce a range of original SAE utterances with some grammatical accuracy.</p> <p>Students continue to need wait time to process their thoughts before responding and continue to utilise home language bilingual speakers for translation and clarification. They practise and take some risks when speaking SAE with contextual support and reflect on and talk about their learning with support.</p>	<p>Students at L4 learn through and interact using SAE in a range of social and learning situations, with contextual support.</p> <p>Students have some understanding of SAE cultural conventions to engage in formal and informal learning activities using socially appropriate language.</p> <p>Students use connected SAE sentences with some accuracy in grammar and pronunciation, using topic-specific vocabulary. They adapt acquired SAE vocabulary and some complex structures for expanded talk.</p> <p>Students access and incorporate SAE from a range of sources to add to their own oral repertoire, with contextual support. They continue to benefit from home language support.</p>
Communication Beginning Level 1	Communication Beginning Level 2	Communication Level 1	Communication Level 2	Communication Level 3	Communication Level 4
<ul style="list-style-type: none"> use gestures to communicate or body language such as tugging on a teacher's arm may be silent for extended periods sometimes join in highly structured routine and classroom activities such as repetitive speaking, songs, choralling parts of stories and role plays, but not necessarily with comprehension begin to mimic words used by teachers and classmates and pick up very routine and repetitive language that is associated with their immediate needs, e.g. toilet may attempt to communicate using home language or in one-on-one interaction with people they trust respond non-verbally and copy actions of others, e.g. pointing to or getting concrete objects respond non-verbally to questions and directions, e.g. move head/eyes, point, use gestures to express needs and indicate meaning 	<ul style="list-style-type: none"> may use formulaic language and well-rehearsed patterns to express needs and give information express needs using gestures and telegraphic speech, e.g. single words such as 'Home' for 'Can I go home now?' initially watch and imitate some social and classroom activities join in SAE songs, stories and drama, copying movements and words respond to questions with gestures and sometimes with single words such as 'Yes', 'No' or 'Nothing' name familiar items and people describe own and others' illustrations with isolated words 	<ul style="list-style-type: none"> convey short messages in familiar social and learning situations with a few connected words and ideas, e.g. 'She hit me', 'Me hungry, no lunch', 'Me hot - inside', 'Pencil break', 'I go now' participate in joint repetitive classroom language production, e.g. singing, chanting, counting, scaffolded sentences communicate with peers in social or learning activities by suggesting or directing action, e.g. 'Play football?', 'We go ...', 'Your turn', 'Come here' give some basic personal information on request, using learned formulae, e.g. 'My name is ...', 'I am from ...', 'My country is ...' gesture actions with words to help communicate, e.g. points to a book and says 'I read book' respond verbally and non-verbally to directions and questions, e.g. shrugs shoulders, 'Don't know' 	<ul style="list-style-type: none"> use SAE to participate verbally and non-verbally in contextualised social, expressive and learning situations speak with greater fluency and fewer hesitations begin to generate their own language, combining known formulae and vocabulary to make original utterances convey information to others, e.g. relays a message or gives an instruction suggest, request or command action, e.g. 'Let's go outside', 'Can we go outside?', 'Come outside!' retell a story or recount an event in sequence using learnt sentence patterns and visual support participate in role plays, e.g. of familiar stories, structured social transactions, or practising specific language constructions begin to contribute suggestions to group negotiated texts respond to simple <i>who, what, where, when, how</i> and <i>why</i> questions from across learning areas 	<ul style="list-style-type: none"> use SAE to negotiate simple transactions construct sequenced oral texts using learnt SAE recount events/actions/stories in sequence in phrases and sometimes in full sentences contribute to role plays/drama using familiar words, phrases and sometimes in full sentences identify and describe people, places and things using learned vocabulary in phrases and sometimes in full sentences express opinions and describe feelings with some explanation in phrases or sometimes in full sentences begin to participate in small group tasks by suggesting, agreeing and disagreeing express ideas as phrases in learning areas ask and answer personal and subject-specific questions, sometimes in fragmented chunks 	<ul style="list-style-type: none"> speak fluently and mostly accurately for a range of school purposes generate their own language and make original utterances, although they still make some errors initiate exchanges about learning tasks/activities with others give short sequences of instructions give a short prepared talk on a familiar topic in classroom talk, with a few subject-specific terms contribute ideas and some details in group and class tasks participate in small group tasks by disagreeing, clarifying and confirming express the main points and add some detail of ideas and opinions from a range of familiar texts express opinions with reasons create and recite poetry/songs to express feelings, experiences and ideas ask and answer questions about learning content to develop their understanding and clarify their thoughts
Socio-cultural understandings Beginning Level 1	Socio-cultural understandings Beginning Level 2	Socio-cultural understandings Level 1	Socio-cultural understandings Level 2	Socio-cultural understandings Level 3	Socio-cultural understandings Level 4
<ul style="list-style-type: none"> observe and imitate social behaviours in speaking SAE, e.g. shake head for 'no' use gestures and facial expressions from own culture without realising they may be misunderstood, e.g. indicating direction with eye or lip movement, clicking to indicate disapproval or understanding 	<ul style="list-style-type: none"> participate in routine social interactions, e.g. 'Hello/see ya', copying teacher, other students, TV and other SAE resources become aware of social SAE classroom conventions, e.g. understand they need to let the teacher know before they leave the room 	<ul style="list-style-type: none"> exchange simple greetings appropriate to the time of day, e.g. 'Good morning' show awareness that SAE uses familiar courtesy phrases, e.g. 'Excuse me', 'Please' and 'Thank you' understand classroom courtesies, e.g. requests permission to leave the classroom by saying 'Toilet, Miss' 	<ul style="list-style-type: none"> make use of SAE conversational formulae and non-verbal communication to initiate and attempt to sustain interaction with others, (sometimes inappropriately or too often), e.g. 'Excuse me', agreement fillers, 'Um', 'Mm', smiling, pointing 	<ul style="list-style-type: none"> initiate and manage interactions through conversational formulae, e.g. 'What you do on weekend?', 'Really?', 'Then what, Miss?' understand that asking questions is encouraged and a way to learn express SAE humour through learnt jokes, e.g. knock knock jokes 	<ul style="list-style-type: none"> use formal and informal social language appropriately, such as to open and close an interaction, give a message, interrupt or take leave, e.g. 'Excuse me' to an adult, 'Hey/um' to a friend, 'Goodbye' or 'Pleased to meet you' to an adult, 'Bye/see ya' to a friend

<ul style="list-style-type: none"> are beginning to understand that communication can occur in another language 	<ul style="list-style-type: none"> use physical gestures and actions to gain attention and communicate, e.g. tapping teacher, pulling on clothing distinguish between English and other languages and dialects, e.g. on hearing English, they attempt to respond in English 	<ul style="list-style-type: none"> are starting to use appropriate oral language conventions and behaviours, e.g. taking turns, using appropriate voice volume, raise hand in a group use appropriate address forms, e.g. 'Miss' or 'Mrs Y' rather than 'teacher' 	<ul style="list-style-type: none"> recognise that some words, gestures and intonations may be suitable or unsuitable in certain contexts understand that the use and choice of language are dependent upon the social or classroom situation and can use familiar structures in some less familiar contexts, e.g. borrowing a library book understand that the teacher expects some questions to be answered in complete sentences, e.g. teacher requires more than a 'Nup' or 'Yeah' response 	<ul style="list-style-type: none"> use appropriate SAE for familiar informal/social situations, e.g. taking turns, affirming, suggesting and apologising identify contexts in which formal or informal spoken texts are appropriate begin to understand some words and expressions that are considered complimentary, e.g. 'Good job' or rude in SAE, e.g. 'He is fat' 	<ul style="list-style-type: none"> begin to understand that asking and explaining why or how you know something is encouraged in SAE learning contexts use appropriate register for different situations, e.g. use of polite register when speaking to unfamiliar adults
Language structures and features Beginning Level 1	Language structures and features Beginning Level 2	Language structures and features Level 1	Language structures and features Level 2	Language structures and features Level 3	Language structures and features Level 4
<ul style="list-style-type: none"> very occasionally repeat or 'mouth' SAE words, formulaic language and phrases 	<ul style="list-style-type: none"> begin to repeat short, familiar phrases and simple language structures, e.g. 'I like ...' initially use spoken vocabulary focussed on content words connected with immediate interests or needs, or vocabulary required to participate in classroom routines, e.g. 'Finished' may provide rhyming words at ending of familiar predictable rhyming texts segment words into syllables using tapping or clapping may identify changes in onset sounds in onset-rime activities in spoken SAE isolate some initial SAE sounds from words approximate SAE pronunciation of some words 	<ul style="list-style-type: none"> approximate simple SAE sentence word order in a small range of sentence types, e.g. 'I go Casuarina', 'She sad and she cry' speak in a 'telegraphic' style to communicate ideas i.e. speech that leaves out prepositions, articles and auxiliary verbs, e.g. 'Me no eat apple', 'Me no pen' ask questions using some 'wh' words or turn statements into questions through rising intonation, e.g. 'Where you live?', 'You got baby?', 'Where you go?', 'Where all the water go?' use common vocabulary related to needs, learning and playing, including nouns, verbs, pronouns and some adjectives, time and location words attempt to approximate SAE stress and intonation approximate SAE pronunciation of sounds and words with home language influence, e.g. depending on the sounds and sound patterns they can perceive and produce, they may pronounce consonant blends as single sounds, e.g. dropping verb/noun endings, or pronounce words with a vowel between them, as sigusty for sixty replace SAE sounds with similar home language sounds, e.g. bideo for video make slight deviations in routine formulaic SAE that indicate that SAE is not home language 	<ul style="list-style-type: none"> speak with greater fluency, structuring utterances through appropriate word order rather than intonation, e.g. 'Do you like ...?' instead of 'You like ...?' explore more complex ideas in home language and may use home language structures and features when attempting unfamiliar English constructions (code switch) or may code-mix home language and English to convey more complex ideas use some learned question sentence starters, e.g. 'May I ...?', 'Can I ...?' substitute new words in learnt/modelled SAE patterns to create original utterances characterised by simplified language and varying grammatical accuracy construct own simple sentences using subject, verb, object word order use joining words such as <i>and, or, but</i> to construct compound sentences indicate past, present and future tenses through explicit time references, e.g. <i>yesterday, tomorrow</i> use simple and progressive past, present and future verb tense changes with inconsistent success, e.g. 'I am jumping', 'She jumping', 'Was jumped' use basic vocabulary, including some familiar contractions and negatives, plural and possessive endings and a limited range of technical vocabulary for operating in the curriculum use some basic prepositions with inconsistent success, e.g. <i>on/off, from/to, in/out</i> start to use comparative and superlative adjectives, e.g. <i>bigger/biggest</i> use modelled combinations of nouns/pronouns and the verb 'to be', with inconsistent success, e.g. 'I am', 'You are', 'Mary is', 'I was' manipulate the sounds in words, e.g. changing the first sounds to create rhyming words use pronunciation that increasingly approximates the English they hear around them, starting to lose some home language features in their pronunciation pronounce some blended SAE sounds to convey meaning, e.g. <i>book/books, run/runs</i> 	<ul style="list-style-type: none"> express themselves in classroom activities using basic familiar words, sentences and pronunciation begin to construct questions using word order, such as moving/adding the verb to the beginning of the sentence, e.g. 'I can stop/Can I stop?', 'You stopped/Did you stop?' use compound sentences and start to use basic complex sentences, e.g. using joining words such as <i>because, if, when</i> use comparative and contrasting statements, e.g. 'I am bigger than Jack' have an expanding range of vocabulary related to curriculum topics but still make occasional mistakes place adverbial time markers with some success, e.g. 'Last night', 'I watched TV', 'I watched TV last night' use simple and progressive past, present and future verb tense changes with inconsistent success, e.g. 'I am jumping', 'She jumping', 'Was jumped' attempt to use some modal verbs, e.g. <i>could, would, should</i> use some learned subject-specific vocabulary, e.g. <i>rectangle</i> use a greater range of contractions, e.g. <i>we're, I'll</i> use a greater range of prepositions, e.g. <i>between, above, through</i> use more subject, object and possessive pronouns, e.g. <i>he, him, his</i> use articles to signal new and old information pronounce 2-4 syllable words with the stress on the correct syllable, e.g. <i>doctor, between, assembly, animal (G)</i> use well-rehearsed common sentence patterns combine known patterns and vocabulary to make original utterances make approximations to SAE forms and so speaking will contain errors (which are a sign of language development), but meaning is generally unimpeded 	<ul style="list-style-type: none"> independently construct simple descriptions, procedures, instructions and recounts can use a range of language structures in a range of contexts sequentially retell stories, events, what they have learnt, using some cohesive devices, e.g. noun/pronoun references and time references such as <i>after that, then, finally</i> follow and respond to open-ended questions using vocabulary/ideas from the question construct a range of question types, including tag questions and how and why questions, with inconsistent success, e.g. 'Why did you stop?', 'You stopped. Didn't you?' use compound and complex sentences with some success use a greater range of conditional statements and questions, e.g. 'If dogs start barking, I get frightened and run away' use adverbs of manner to provide more details, e.g. <i>happily, sadly, softly</i> include irregular past tenses with some consistency and begin to use perfect tenses use a range of vocabulary to convey shades of meaning, e.g. <i>good, fine, terrific, wonderful, excellent</i>, but still make occasional mistakes use some technical vocabulary accurately when talking about subjects across the curriculum use prefixes and suffixes to alter the meaning of a word, e.g. <i>fair/unfair, painful/painless</i> use pronunciation that is clear and easy to comprehend use appropriate pronunciation and stress for related words, e.g. <i>read/read, breathe/breath, library/librarian</i>
Learning-how-to-learn Beginning Level 1	Learning-how-to-learn Beginning Level 2	Learning-how-to-learn Level 1	Learning-how-to-learn Level 2	Learning-how-to-learn Level 3	Learning-how-to-learn Level 4
<ul style="list-style-type: none"> watch carefully what others are doing and copy actions in activities, e.g. in songs, library time, lining up at canteen strive to connect what they see and hear with what they know in home language and use home language words echo words heard occasionally rely on gestures, visual support and other home language speakers to communicate 	<ul style="list-style-type: none"> use non-verbal strategies to elicit support from the listener, e.g. gestures, mime, eye contact expect others to interpret own gestures and words watch, imitate and try to interpret others' speech use speaking behaviours from home language to communicate and predict meaning of some unfamiliar spoken SAE texts by using their 	<ul style="list-style-type: none"> imitate or borrow words and conversational fillers from other speakers, with limited understanding practises and repeats words, sounds, phrases/short sentences ask for SAE words from bilingual speakers in home language ask for clarification in home language ask SAE speaker to fill in words needed through gesture/pictures 	<ul style="list-style-type: none"> use familiar, repetitive patterns from stories, songs, rhymes, media mimic body language and facial expressions adapts available vocabulary to talk around a topic in order to compensate for unknown vocabulary, attempting approximations using known language to cover gaps ask for SAE words from the teacher when stuck memorise new words by repeating them to self 	<ul style="list-style-type: none"> initiate social interactions in SAE with others in order to practise self-correct when aware they have made an error expressing themselves, e.g. correcting 'she's hat' to 'her hat' participate with peers (in home language and in SAE) in supported small-group tasks ask teacher for help in how to use SAE use learnt oral and reading vocabulary repeat words/sentences, imitates the language rhythms/intonation of SAE speakers 	<ul style="list-style-type: none"> plan what to say and how to say it rephrase SAE to make their meaning clear paraphrase what they have heard to check understanding practise using academic language that has been taught, e.g. by participating in role plays and drama activities use language from new experiences, oral and written sources practise patterns and pronunciation of unfamiliar words and phrases

	<p>home language culture and personal experiences</p> <ul style="list-style-type: none"> • use home language speakers to provide key English words, clarification and translation • echo words and phrases and sometimes imitate others in both word and sound production • repeat particular SAE words not knowing the meaning but liking the way they 'sound', e.g. <i>gluestick</i> • silently process thoughts in home language before uttering key SAE words to communicate • watch the mouth shapes and attempt to copy unfamiliar SAE sounds modelled by teacher • may still be silent for long periods while acquiring language 	<ul style="list-style-type: none"> • rely on SAE speakers to support and interpret their utterances • need wait time to process their thoughts before responding 	<ul style="list-style-type: none"> • borrow key words from previous speaker • repeat or re-pronounce words after recognising non-comprehension by the listener • segment the sounds in longer words to clarify their speech • imitate and practise words, phrases, stress and intonation patterns • practise correct pronunciation, e.g. using minimal pairs, exaggerating movements of the mouth • rely on wait time to process from home language to SAE • utilise home language bilingual speakers for translation and clarification. 	<ul style="list-style-type: none"> • practise pronunciation, including word stress and phrasing, to improve oral fluency • sometimes interpret SAE to other common home language speakers • continue to need wait time to process their thoughts before responding • continue to utilise home language bilingual speakers for translation and clarification. 	<ul style="list-style-type: none"> • interpret SAE to other home language speakers • may develop bilingual/bidialectal behaviours and thinking, enabling them to code-switch appropriately • benefit from home language speakers
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NT EAL/D Learning Progression; Reading and Viewing – Transition to Year 2 – Version 1.0

In Reading and Viewing, all students learning English as an additional language/dialect will benefit from explanations of SAE cultural references, they read and view, which are different from their home culture AND opportunities to read and view texts in their own language and culture.

Element key: **Communication**, **Socio-cultural understandings**, **Language structures and features**, **Learning how to learn**, Denotes ACARA EAL/D learning progression

Beginning		Emerging		Developing	Consolidating	
Beginning Level 1 Reading Proficiency statement	Beginning Level 2 Reading Proficiency statement	Beginning Level 3 Reading Proficiency statement	Level 1 Reading Proficiency statement	Level 2 Reading Proficiency statement	Level 3 Reading Proficiency statement	Level 4 Reading Proficiency statement
<p>Students at BL1 are new to reading and viewing in SAE. With extensive support, they may begin to attend to and gain meaning from shared, simple texts, through images, intonation, repetition, and gestures and action in visual media.</p> <p>Students begin to demonstrate SAE reading behaviours and show awareness that texts hold a message, drawing on own cultural knowledge.</p> <p>Students begin to distinguish between print and illustrations.</p> <p>Students rely on observing others, extensive contextual support, and translation to help participate in reading and viewing activities.</p>	<p>Students at BL2 engage in reading and viewing shared, short, simple and decodable texts with explicit language and literacy teaching support.</p> <p>Students demonstrate SAE reading and viewing behaviours and show awareness that text carries consistent meaning.</p> <p>Students begin to recognise that SAE texts have particular language structures and start to associate sounds with letters.</p> <p>Students rely on visual cues and memory to 'read' along with the teacher and continue to rely on home language support.</p>	<p>Students at BL3 begin to read short, simple and decodable SAE texts in contextualised learning situations, with explicit language and literacy teaching support.</p> <p>Students expect to gain meaning from SAE texts, showing awareness of reading/viewing for different purposes, and attempt to connect texts to their own experiences.</p> <p>Students identify some high-frequency words and basic print features and have some letter-sound relationships knowledge, sounding out short, decodable words when reading.</p> <p>Students use strategies such as visual cues, some initial sounds and sometimes re-read if unsure. They continue to rely on home language support.</p>	<p>Students at L1 read short, simple and decodable SAE texts with familiar language and content, with explicit language and literacy teaching support.</p> <p>They understand SAE texts have different purposes and make connections with prior knowledge in order to make literal interpretations.</p> <p>Students are developing some knowledge of some SAE text types, simple and compound sentence structures, and basic language features.</p> <p>Students continue to use strategies such as visual, contextual and graphophonic cues and begin to re-read with some self-correcting to support reading. They continue to rely on home language support.</p>	<p>Students at L2 begin to read short, predictable and decodable SAE texts with support. They begin to read for understanding, learning from what they read and view.</p> <p>Students have growing understandings of the purposes and authorship of texts and the expectations of readers and viewers.</p> <p>Students cue into predictable, taught text conventions such as sentence organisation, punctuation and sound patterns in words to read short, familiar texts with greater fluency and understanding.</p> <p>Students use a range of strategies to improve comprehension and reading of unfamiliar words. They continue to rely on home language support.</p>	<p>Students at L3 actively read and view predictable and decodable SAE texts on familiar topics connected to classroom learning. They understand directly stated information and express opinions and reactions about their reading and viewing, with support.</p> <p>Students understand that texts are written for an intended audience, with a purpose. They demonstrate some understanding of cultural references and inferences, with support.</p> <p>Students cue into predictable SAE text organisation and follow some referencing and simple sequencing, reading compound and basic complex sentences.</p> <p>Students are starting to actively use basic self-monitoring strategies such as pausing and reading on and are using word- and sentence-level strategies to support reading. They will benefit from home language support.</p>	<p>Students at L4 are beginning to read, view and comprehend a range of moderately complex SAE texts for particular purposes.</p> <p>Students are beginning to identify cultural references and make inferences and are developing some critical literacy skills.</p> <p>Students are beginning to comprehend through their understanding of moderately sentence structures, noun and verb groups and cohesive devices.</p> <p>Students are actively using self-monitoring strategies and whole text reading and viewing strategies. They continue to benefit from home language support.</p>
<p>Communication Beginning Level 1</p> <ul style="list-style-type: none"> show interest in books, focussing on illustrations respond to a simple story read aloud and supported by illustrations, intonation and repetition gain information from illustrations attempt to follow gist of film or television through interpreting body language and action seen on screen may demonstrate well-developed observational skills, e.g. reading tracks in the environment recognise some common symbols/graphics, e.g. McDonald's sign, toilet sign show familiarity with multimedia, e.g. iPads, DVDs, apps and mobile phones may recognise own name in print 	<p>Communication Beginning Level 2</p> <ul style="list-style-type: none"> show interest in gaining and sharing meaning from print and pictures and can differentiate between their home language print and English print are beginning to understand the role of print in conveying meaning show personal response to the text through non-verbal communication, e.g. show dislike of a character or make known their excitement or interest participate in shared reading activities memorise and echo short, learnt, repetitive texts, e.g. join in songs and rhymes join in and complete activities around a class text such as in drama, drawing and painting, with support may show comprehension of texts through the construction of diagrams or images sequence a story by arranging pictures in order, with support recognise high-frequency, familiar visual texts, e.g. classroom schedules, behaviour and mood charts recognise some high-frequency SAE printed words, environmental print, signs, letters, numbers 	<p>Communication Beginning Level 3</p> <ul style="list-style-type: none"> begin to read short, simple texts with targeted support, e.g. pre teach vocabulary of text re-read a familiar text that has been read in class, with support show comprehension of well-known texts through performing actions, drawing pictures or correctly sequencing and arranging pictures about the text answer literal questions through recalling information about the text respond appropriately to written directions, e.g. sign saying <i>wash your hands, turn off the lights</i> recognise and respond to high-frequency written cues, e.g. school signs, directions, labels read aloud at a slow pace, using initial sounds and pictures to guess at words, or repeat remembered phrases have a limited range of reading vocabulary/phrases until they have acquired the relevant spoken language 	<p>Communication Level 1</p> <ul style="list-style-type: none"> independently read short, simple, structured texts with familiar content, with explicit language teaching support, i.e. word order, grammar unfamiliar vocabulary and literacy teaching, i.e. phonemic awareness, graphophonics, word attack skills, or students may plateau at decoding level respond personally to text they read, e.g. laughter, surprise obtain simple information from texts with assistance, e.g. answering 'What's this text about?' or 'What happened?' read and follow steps of short, simple procedure describe characters in a story sequence jumbled simple sentences from known texts, e.g. looking for 'Once upon a time', 'Yesterday ...' with support, follow task prompts, e.g. draw, write, add use word-by-word reading when decoding read aloud in a slow stop/start pace as they decode the sounds in words 	<p>Communication Level 2</p> <ul style="list-style-type: none"> read short, imaginative, personal and factual texts with predictable structures and familiar content, with contextual and visual support, e.g. shared class texts, own and modelled writing, levelled readers continue to need explicit language teaching support, i.e. word order, grammar and unfamiliar vocabulary and literacy teaching, i.e. phonemic awareness, graphophonics, word attack skills, or students may plateau at decoding level show simple responses to characters, e.g. 'I like that character because ...' show understanding of text, e.g. matches sentences/captions to illustrations, answers questions, retells with support, completes literal cloze exercises, predicts outcome of plot, with support recall sequence of a story, process, or a series of events, e.g. rearrange parts of texts/illustrations in sequence are beginning to learn from what they read, e.g. recall information, locate details in familiar texts, with assistance read aloud at a word-by-word pace, with a growing awareness of sentence structure reading ability will reflect their developing spoken proficiency in SAE, 	<p>Communication Level 3</p> <ul style="list-style-type: none"> read a range of predictable SAE texts connected to classroom learning, e.g. reports, procedures, biographies, historical narratives, explanations express opinions about characters and events in texts they read or view read and retell ideas and from well-known texts or a text on a familiar topic or experience distinguish between fact and opinion extract information from an unfamiliar text, with support, e.g. main idea and some details identify and arrange a sequence of events in stories, recounts and other texts make connections between ideas and information when they are stated directly and occur close together, e.g. links cause and effect, with support identify new information gained from reading a text read aloud at a smoother pace using knowledge of sentence structure draw on growing but still limited overall proficiency in SAE, comprehension in unfamiliar topics is restricted require extra time to process reading and viewing 	<p>Communication Level 4</p> <ul style="list-style-type: none"> read and respond to a range of some <i>moderately</i> complex texts for information or enjoyment express opinions about texts they read or view, with some explanation follow a sequence of written instructions retell, answer questions using identified literal and inferred information distinguish between the main idea and supporting detail identify the sequence of ideas/information in text/illustrations make connections between ideas and information in a text identify cause and effect read aloud fluently through scanning ahead to anticipate punctuation and shifts in stress still need more time than SAE-speaking peers to process information and gain meaning from texts and to internalise content

				e.g. vocabulary, word order and grammar <ul style="list-style-type: none"> require explicit language teaching in understanding differences in vocabulary and grammar in home language and SAE if Kriol/dialect speaker 		
Socio-cultural understandings Beginning Level 1	Socio-cultural understandings Beginning Level 2	Socio-cultural understandings Beginning Level 3	Socio-cultural understandings Level 1	Socio-cultural understandings Level 2	Socio-cultural understandings Level 3	Socio-cultural understandings Level 4
<ul style="list-style-type: none"> use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image from home own cultural understandings may begin to 'read' books by speaking their own stories as they turn pages, using their home language/dialect or limited English depending on age, understand classroom expectations, e.g. sit, look and listen while texts are viewed may understand the purpose of text and books from experiences with reading in their home language 	<ul style="list-style-type: none"> show awareness that print has a consistent message, 'read' back class-negotiated texts the same way each time show awareness that visual images support the text but may not be able to interpret images that are culturally specific or unfamiliar 	<ul style="list-style-type: none"> have some understanding of the purposes of reading, e.g. for enjoyment or information indicate some understanding that informative and imaginative texts are different identify classroom text resources for different purposes, e.g. songs, recipes, class rules relate own experience to text references in SAE interpret images that are culturally specific or unfamiliar, with explicit teaching 	<ul style="list-style-type: none"> talk about/indicate that we read for different purposes, e.g. for enjoyment or information successfully identify informative and imaginative texts make connections with prior knowledge in order to make literal interpretations connect SAE texts with knowledge of stories in their home language, e.g. ghosts, cooking develop understanding of cultural references in SAE language texts, with support, e.g. a tree with wrapped boxes under it 	<ul style="list-style-type: none"> begin to understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts such as maps and tables are read in specific ways identify some differences between informative and imaginative texts through layout and topic have a developing knowledge of how purpose and audience shape a text begin to understand that informative texts and narratives were written by authors recognise different origins of stories, e.g. some stories are made up and some stories are passed down from a long time ago begin to understand that fictional stories on film are played by actors comprehend mostly at the literal level and rely on teacher input to grasp inferential meanings learn that their opinions of texts are encouraged in SAE learning contexts recognise differences between SAE language texts and texts in home languages that use the same script use appropriate SAE intonation when reading statements, questions and dialogue 	<ul style="list-style-type: none"> read and view texts for social and academic purposes, with support understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose and that visual texts are read in specific ways recognise and understand the author's purpose and intended audience of a greater range of text types, e.g. persuasive, procedure, report, argument understand that the attitudes and behaviours actors depict are not their own and that events shown are staged understand some cultural content and attitudes in texts, with support, e.g. farm life, historical settings, family and friendship, scientific knowledge comprehend at the literal level and may still rely on teacher input to grasp inferential meanings infer understandings of characters' behaviour and feelings in the text, with support use appropriate SAE word stress and intonation when reading 	<ul style="list-style-type: none"> show awareness that all texts are produced by writers, who intentionally select information, images and words to achieve a desired effect identify types of writing across cultures, e.g. folk stories identify text purposes and writers' implied stance, e.g. use of words with a negative/positive connotation instead of neutral words infer feelings of characters in the text by responding to mood, emotions and author's language choices respond to different cultural attitudes and practices, e.g. start to ask questions and make comparisons about attitudes expressed in texts understand that photos and videos of 'real' things can represent fictitious ideas and stories identify unfamiliar cultural references and ask for meaning explain simple imagery, some similes and metaphors, e.g. 'as strong as an ox' are aware of idioms, e.g. 'you could knock me down with a feather'
Language structures and features Beginning Level 1	Language structures and features Beginning Level 2	Language structures and features Beginning Level 3	Language structures and features Level 1	Language structures and features Level 2	Language structures and features Level 3	Language structures and features Level 4
<ul style="list-style-type: none"> may have very limited understanding of how books work, including concepts of print such as left-to-right directionality (if have no prior literacy) identify cover, start and end of book begin to distinguish between written text and illustrations in SAE demonstrate skills in manipulating books and digital texts appropriately, e.g. right way up, turning pages, swiping, moving cursor around a screen with the mouse 	<ul style="list-style-type: none"> begin to interpret English print features, including word spacing, directionality, e.g. from left to right and top to bottom (if it differs from their home language) recognise some simple common text features, e.g. common phrases or expressions such as 'On the weekend', 'Once upon a time' are developing 1:1 correspondence, matching spoken and written words identify short-sounding words and long-sounding words, e.g. <i>man</i>, <i>elephant</i> chunk SAE words into syllables recognise the difference between letters and numbers require ability to hear SAE sounds before they can be identified in reading identify a few SAE letters link some letters to SAE sounds 	<ul style="list-style-type: none"> differentiate between home language print and English print and follow print conventions of reading left to right and top to bottom are beginning to talk about print features such as full stops, capital letters, question marks and words and indicate an awareness of the purpose of punctuation recognise some high-frequency and familiar content words, including common question words, e.g. <i>what</i>, <i>who</i> sounds out CVC words, including consonant digraphs, e.g. <i>cat</i>, <i>shop</i>, <i>sing</i> use some SAE sound/symbol relationships, e.g. single letters, know the letter name, know the letter sound continue to develop correct pronunciation of phonemes in SAE when reading aloud 	<ul style="list-style-type: none"> use developing metalinguistic knowledge, e.g. <i>sentence/s</i>, <i>beginning</i>, <i>ending</i> to talk about texts read texts with simple and compound sentences, with subject-verb-object word order understand some basic prepositional and noun phrases, e.g. <i>in the dam</i>, <i>a big fish</i> demonstrate comprehension of everyday vocabulary and simple grammatical structures using extensive visual scaffolds use knowledge of functional vocabulary related to classroom tasks, learning areas and personal experiences to comprehend simple texts recognise many high-frequency words are beginning to understand contractions use developing skills of graphophonics to decode unknown words in printed and electronic texts use some decoding skills when reading but are restricted in their ability to gain meaning from words and text, even if they are able to decode, until proficiency in SAE develops read common consonant and vowel digraphs, e.g. <i>ch</i>, <i>_ck</i>, <i>ou</i>, <i>ee</i>, <i>ai</i>, and consonant blends, e.g. <i>bl</i>, <i>st</i>, <i>sl</i>, <i>_nk</i>, <i>_mp</i>, <i>_ts</i> 	<ul style="list-style-type: none"> identify headings and blocks of text on screen in electronic texts use some SAE reading terminology, e.g. title, headings, paragraph, page identify sentences and paragraphs read texts that contain compound and some complex sentences, such as 'If the egg falls, it will break' or 'When we finished, we went home' use simple punctuation to help them understand and read text more fluently, e.g. full stop, capital letters, question marks, speech marks use their growing oral language and grammatical knowledge to read at the phrasal level, putting collocating words together as they read, e.g. 'Once upon a time', and following simple cohesive devices in texts, e.g. <i>later</i>, <i>next</i>, <i>in the end</i> use sight vocabulary that includes modal verbs and interest words from specific learning contexts follow pronoun referencing within and across sentences understand adverbs of when and how, e.g. <i>after</i>, <i>slowly</i> can read common irregular words such as <i>which</i> and <i>who</i> can recognise common suffixes and prefixes and use these to construct meaning, e.g. <i>-ed</i> for past tense of regular verbs 	<ul style="list-style-type: none"> recognise that SAE texts have structure, such as an orientation, complication and resolution in narratives and stance, opinions and conclusion in arguments understand the layered structure of familiar digital texts and recognise familiar digital icons when reading on screen, with support, e.g. folder icon, image icon, chat icon use visual and textual features to interpret meaning, e.g. legend/key in a map begin to understand the reason for paragraphs and their structure, with support read texts that contain compound and basic complex sentences, such as 'If we caught a fish, we would eat it' beginning to pause at commas for emphasis and pacing follow simple time sequencing and recognise some text connectives across and within paragraphs, e.g. <i>after</i>, <i>before</i>, <i>finally</i> read modal verbs, e.g. <i>can/could</i>, <i>will/would</i>, with some understanding follow some referencing in a text, e.g. pronouns and lexical links in the form of synonyms read common abbreviations, e.g. <i>Ms.</i>, <i>etc.</i>, <i>1st</i>, <i>NT</i>, <i>Aust</i>, 	<ul style="list-style-type: none"> use common signposting devices such as headings, subheadings, paragraphs, topic sentences and links to navigate texts interpret clearly labelled, captioned illustrations read texts containing embedded/relative clauses, e.g. 'The old man, who lived alone, was looking out the window' read texts with some long noun groups, e.g. 'The largest planet so far discovered was ...' use punctuation separating clauses within a sentence to vary emphasis when reading aloud recognise key words linking ideas across sentences and paragraphs, including connectives, e.g. <i>although</i>, <i>instead</i> and use of synonyms and antonyms, e.g. <i>baby/cub</i>, <i>filled up/dried out</i> are beginning to understand phrasal verbs when they occur close together, e.g. <i>take away</i>, 'What do you want to leave with?' begin to understand that English spelling is derived from many different languages segment and blend syllables of unfamiliar long words

			<ul style="list-style-type: none"> recognise and use some print features, such as bold font may find some language in the text difficult because it is different from their spoken home language, i.e. pronunciation, sentence structure will be different for Kriol/dialect speakers 	<ul style="list-style-type: none"> expand knowledge of sound-symbol relationships to more complex, but still common, spelling patterns, which include vowels, e.g. 'magic e'/split digraph, <i>igh</i>, <i>air</i>, and double-letter consonants read with comprehensible pronunciation 	<ul style="list-style-type: none"> recognise common SAE word-building prefixes and suffixes, e.g. <i>pre-</i>, <i>un-</i>, <i>-tion</i>, <i>-ly</i>, <i>-ful</i> 	
Learning-how-to-learn Beginning Level 1	Learning-how-to-learn Beginning Level 2	Learning-how-to-learn Beginning Level 3	Learning-how-to-learn Level 1	Learning-how-to-learn Level 2	Learning-how-to-learn Level 3	Learning-how-to-learn Level 4
<ul style="list-style-type: none"> rely heavily on contextual visual cues/home language translation to gain meaning show reading-like behaviour, e.g. look at book in own time, role-play reading and retell a story repeat/choral key words and phrases with group in oral reading follow the teacher pointing from left to right are unfamiliar with how the sounds of English map onto English letters (graphemes), but their home language experience may scaffold this learning 	<ul style="list-style-type: none"> use visual cues and home language translation for understanding are beginning to remember rhymes and alliteration as they 'read' familiar and predictable texts may follow text with finger when being read to 'read' out loud using memorised chunks of text copy intonation of teacher in oral reading 	<ul style="list-style-type: none"> may bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print select books for own reading rely on visual and contextual cues to confirm meaning follow along with, chorus with other students and repeat chunks of text in shared reading follow along with teacher reading focuses on text, e.g. pointing with finger or ruler to read along a line rely on home language speakers to explain new vocabulary and concepts use limited letter and initial sound knowledge to recognise/guess at unfamiliar words begin to re-read if unsure attempt to sound out longer words in an effort to decode 	<ul style="list-style-type: none"> transfer their knowledge of home language literacy to learning to read texts in SAE read with or slightly after teacher continue to draw on illustration/actions accompanying the text to confirm meaning ask for the meaning of unknown words access home language speakers and, with support, a bilingual or picture dictionary older students may repeat a newly read and understood word to help them to remember it guess words from initial letter, length and shape begin to re-read and self-correct, with support start to chunk syllables to aid reading of longer words, with support 	<ul style="list-style-type: none"> use bilingual resources to clarify understandings, e.g. home-language speakers such as peers, assistant teachers continue to use home-language culture and experiences when given the opportunity in order to compare and contrast text types and meanings and thus enhance their comprehension and cognitive abilities in both languages rely on teacher's reading and interpretation of texts as a model for their own response and understanding re-read familiar, self-chosen texts to increase accuracy and fluency and to enhance understanding use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task and reading on use developing knowledge of word order and sentence structures to predict and confirm meaning during reading predict and infer what comes next, using contextual support rely on key words for understanding use dictionary, class word lists and bilingual resources as support use knowledge of word parts and graphophonic cues, e.g. shape of word, suffixes, core meaning, illustrations to predict and confirm meaning imitate pronunciation, intonation, rhythm and stress to assist reading for meaning indicate to teacher that full meaning is not achieved, e.g. student says 'No sense' and needs assistance to move from decoding to comprehension 	<ul style="list-style-type: none"> request the help of a teacher/home-language speaker to clarify instructions or confirm the meaning of unfamiliar words use visual support to interpret meaning, e.g. charts, diagrams, graphs and pictures locate some information from digital sources, with support, e.g. use search box or page links clarify when meaning breaks down by pausing, reading on and re-reading use simple SAE dictionaries to check meanings, with support are beginning to scan ahead, as reading, to gain context within a sentence, e.g. 'The cat leapt ... because the dog barked' apply knowledge of base words and some prefixes and suffixes to work out meaning of words segment/blend letter clusters to read unknown words 	<ul style="list-style-type: none"> use the topic sentences, when skimming, to identify the main idea of a paragraph attempt to record notes from reading into graphic organisers interpret diagrams, maps and illustrations to understand concepts expressed in the text read on when encountering unfamiliar words (may make a note to return to the word) confirm understanding by re-reading or restating content formulate questions to identify information in a text use knowledge of grammatical structures to decode complex sentences use known vocabulary, word forms and context to infer the meaning of unknown words use SAE dictionary to check pronunciation, word type and meanings of unknown words, with support record new vocabulary from texts for later personal use continue to benefit from home language support

NT EAL/D Learning Progression; Writing – Transition to Year 2 – Version 1.0

All students learning English as an additional language/dialect benefit from opportunities to discuss new concepts in their home language first before writing in SAE and benefit from opportunities to write in their home language. EAL/D students' writing may continue to reflect home language influence through grammatical inconsistencies.

Element key: **Communication**, **Socio-cultural understandings**, **Language structures and features**, **Learning how to learn**, **Denotes ACARA EAL/D learning progression**

Beginning		Emerging		Developing	Consolidating	
Beginning Level 1 Writing Proficiency statement	Beginning Level 2 Writing Proficiency statement	Beginning Level 3 Writing Proficiency statement	Level 1 Writing Proficiency statement	Level 2 Writing Proficiency statement	Level 3 Writing Proficiency statement	Level 4 Writing Proficiency statement
<p>Students at BL1 are new to the concept of writing in SAE. Students at BL1 use pictures and attempt at 'writing' to convey thoughts and experiences.</p> <p>They are becoming aware that writing is different to drawing.</p> <p>Students are beginning to show early writing behaviours using drawings and strings of letters in writing and practise forming letters in a variety of media.</p> <p>Students experiment with 'writing', with extensive support.</p>	<p>Students at BL2 communicate ideas and experiences through drawings and copied writing. They copy simple modelled sentences, forming most letters recognisably.</p> <p>They assign a consistent meaning to their writing and recognise that writing is directed to a reader.</p> <p>Students form letters correctly and attempt to represent some sounds in words.</p> <p>Students ask for help and access environmental print when writing.</p>	<p>Students at BL3 begin to communicate ideas in writing, with extensive support. They construct simple SAE sentences using modelled writing, learned SAE and some copied words.</p> <p>They show understanding that we write SAE texts for different purposes.</p> <p>Students show awareness of basic sound-symbol relationships in their writing.</p> <p>Students draw on home language sources and are willing to have a go.</p>	<p>Students at L1 construct short, simple SAE texts drawing on their SAE oral language proficiency and modelled texts.</p> <p>They are aware of different purposes for communicating information and ideas through writing.</p> <p>Students write simple and compound sentences, using knowledge of graphophonic skills, sight words, basic punctuation and text features.</p> <p>Students understand the benefits of using classroom resources as models to support SAE writing and for translating ideas from home language.</p>	<p>Students at L2 independently write short SAE texts containing a few ideas related to tasks or taught topics across the learning areas.</p> <p>They show understanding that SAE texts are organised and presented in specific ways, according to topic and purpose, reflecting their developing SAE oral language proficiency.</p> <p>Students write texts containing compound and some complex sentences with modelled and learned oral and written SAE. They apply knowledge of sound-symbol relationships and spelling patterns to take risks in spelling.</p> <p>Students begin to take some writing risks within the safety of teacher scaffolding and supplied models.</p>	<p>Students at L3 write simple imaginative, informative and persuasive SAE texts with some elaboration and with support.</p> <p>They write common text types related to topic, purpose and audience and begin to use features of written rather than spoken SAE.</p> <p>Students write compound and basic complex sentences and begin to use referencing to improve cohesion. They have an increased range of noun and verb structures.</p> <p>Students use resources and teacher support and take some risks in planning, writing and editing their texts.</p>	<p>Students at L4 write a variety of extended, more detailed and expressive SAE text types across the curriculum, with support.</p> <p>They write for particular purposes and audiences, with some inconsistencies.</p> <p>Students show some accuracy in using text structures and features, cohesion, varied sentence types, grammar, punctuation and spelling. They use an expanded descriptive and subject-specific vocabulary.</p> <p>Students plan, edit and reflect on their writing using editorial strategies, with some support.</p>
<p>Communication Beginning Level 1</p> <ul style="list-style-type: none"> use drawings to relate events, experiences and stories respond to teacher questions about the meanings of drawings/writing, e.g. with a nod, one word (depending on level of SAE oral proficiency) may make comments about their drawings assign their own meaning to symbols/words copied 	<p>Communication Beginning Level 2</p> <ul style="list-style-type: none"> communicate ideas and experiences through drawings and own copied writing participate in class shared writing with isolated, random words or yes/no share experiences, likes and dislikes by completing sentence starters using familiar language, e.g. 'Yesterday we went to ...', 'I like ...' share events and experiences through attempt at own writing label drawings, with support write own name 	<p>Communication Beginning Level 3</p> <ul style="list-style-type: none"> write texts incorporating common learned spoken and written phrases with support write simple modelled texts describing self and family, with support recount personal experiences based on modelled texts recount a familiar story, with scaffolded support and repetitive sentences initiate own writing of single words, e.g. labels contribute words and initial letters to class shared text writing 	<p>Communication Level 1</p> <ul style="list-style-type: none"> independently construct sentences and short texts using modelled texts and environmental print retell/write a familiar short story or event, with scaffolding support create short, simple informative texts with descriptions based on modelled texts write short, simple procedures based on modelled texts contribute learned expressions and vocabulary to class shared writing 	<p>Communication Level 2</p> <ul style="list-style-type: none"> write short texts on familiar topics for different purposes and learning areas, with modelled support, e.g. recount procedures, narratives, descriptions, reports, emails record and present information using a range of simple text formats, e.g. charts, diagrams, posters create simple poetic texts through modifying existing poems with repetitive patterns write texts that convey a few ideas in a simple, logical sequence convey information about place and time of events/characters using learned words and phrases, e.g. 'When we heated the ice, it melted' participate in shared writing activities as well as writing independently contribute ideas, understandings and learnt vocabulary to class shared writing. 	<p>Communication Level 3</p> <ul style="list-style-type: none"> write a variety of texts with integrated ideas and information, and some elaboration express opinions and points of view and persuade through writing, with support write simple creative texts, e.g. narrative, poetry write recounts using a sequence of events, as is expected for English, e.g. linear text organisation, introduction and events in chronological order provide information through reports and descriptions based on modelled language and learning experiences start to convey background information to aid a reader's understanding, e.g. setting a context such as 'My school has 50 students ...' 	<p>Communication Level 4</p> <ul style="list-style-type: none"> write, at an age-appropriate level, a range of texts across the curriculum, incorporating learnt ideas on various topics, with support communicate through writing for a variety of purposes, e.g. personal and creative expression, opinions and information gather, plan and sequence information for specific text types, e.g. summaries, reports, explanations, biographies, formal emails, online commentary elaborate on and integrate ideas relevant to task and topic
<p>Socio-cultural understandings Beginning Level 1</p> <ul style="list-style-type: none"> are aware that speech can be written down have inconsistent interpretations of their own 'writing' attempts show awareness of the difference between pictures, symbols and words 	<p>Socio-cultural understandings Beginning Level 2</p> <ul style="list-style-type: none"> recognise that writing is directed at a reader, e.g. when class writes farewell cards, birthday cards, thank you letters demonstrate that print has a consistent message, e.g. read their own writing the same way each time 	<p>Socio-cultural understandings Beginning Level 3</p> <ul style="list-style-type: none"> show awareness that writing is used for different purposes, e.g. class rules and rosters, timetables, songs, captions for illustrations, day and dates write very short, modelled, simple text types appropriate to purpose and audience, e.g. description, recount, simple procedure 	<p>Socio-cultural understandings Level 1</p> <ul style="list-style-type: none"> talk about/indicate that we write for different purposes, e.g. to entertain or inform begin to recognise that written language can be different from spoken language, depending on the audience and purpose 	<p>Socio-cultural understandings Level 2</p> <ul style="list-style-type: none"> with support, use appropriate text types, e.g. narrative, persuasive, procedure with support, use language appropriate for purpose, audience and context, e.g. a formal invitation to a guest speaker, a less formal thank you letter, an informal email/text message to a friend 	<p>Socio-cultural understandings Level 3</p> <ul style="list-style-type: none"> follow appropriate format and text structures for an intended SAE writing context, purpose and audience, e.g. letter, report, narrative demonstrate some understanding of the key features of simple, common SAE text types required in school learning, e.g. hook and orientation to 	<p>Socio-cultural understandings Level 4</p> <ul style="list-style-type: none"> use text types suitable for particular purposes, subject requirements and reader needs elaborate on own knowledge, experience and cultural perspectives to support viewpoint

		<ul style="list-style-type: none"> use illustrations to support simple narrative or recount sentences write text the way they speak recognise that home language messages can be written in SAE 	<ul style="list-style-type: none"> begin to understand that writing must contain contextual information to inform the reader 	<ul style="list-style-type: none"> show awareness that written SAE and spoken SAE are different, e.g. use more formal or subject-specific language or conventional narrative openings in writing 	<ul style="list-style-type: none"> draw a reader into a narrative, conclusion or coda at the end of a narrative discuss the impact of different text formats on a reader, e.g. poster, letter, comic use cultural references that they are unable to explain 	<ul style="list-style-type: none"> use formal/informal language inconsistently, not yet aware of audience implications attempt to expand use of vocabulary through use of dictionary/thesaurus but need support with SAE social and cultural connotations begin to use some colloquial and idiomatic language
Language structures and features Beginning Level 1	Language structures and features Beginning Level 2	Language structures and features Beginning Level 3	Language structures and features Level 1	Language structures and features Level 2	Language structures and features Level 3	Language structures and features Level 4
<ul style="list-style-type: none"> may have had very little experience with pencil and paper, and may use unconventional pencil grip initially may not use the left to right directionality of English print (if it differs from their home language) attempt to copy text use drawings, symbols and strings of letters in writing sometimes mixes letters, numbers and other symbols have inconsistent letter formation as they learn English letters, particularly if these are different from their home language demonstrate approximations to writing Roman script copy own name, sometimes missing out letters know some letter names 	<ul style="list-style-type: none"> complete modelled sentences and short cloze activities, with support construct SAE texts using left to right, top to bottom directionality leave spaces between words with varying accuracy copy basic punctuation as part of 'writing' remember and write well-known words spell own name accurately write SAE letters and numerals recognisably most of the time show inconsistent awareness of orientation and direction of some letters, e.g. writes <i>dag</i> for bag, <i>wuw</i> for mum, <i>p/q/</i>, <i>b/d</i> confusion begin to demonstrate awareness that certain letters in English represent certain sounds, with a growing understanding of sound-letter relationships choose letters for some sounds, e.g. first letters 	<ul style="list-style-type: none"> create simple texts in modelled formats, with support, e.g. procedure, recount, narrative are aware of English print direction, spacing conventions, letter formation and sizing write short sentences with subject and action or description, following SAE word order attempt to use basic sentence punctuation, e.g. full stops and capital letters write sentences with familiar words and phrases from their spoken language use common joining words, e.g. <i>and</i> are starting to use articles, pronouns and prepositions write some content and high-frequency words using correct spelling, e.g. <i>play</i>, <i>the</i> spell most simple CVC words, including consonant digraphs, e.g. <i>dog</i>, <i>then</i>, <i>fish</i> increasingly use standard English letter patterns, although there may be evidence of writing from their home language accurately form most letters choose letters to represent their spoken sounds with varying accuracy, e.g. <i>wun</i> for one 	<ul style="list-style-type: none"> write own short, simple text types, with support, e.g. procedure, recount, narrative include some print features such as bold, coloured or large font when creating digital texts construct texts with simple and occasional compound sentences with subject-verb-object word order use basic sentence punctuation inconsistently, e.g. full stops, capital letters, question marks use some basic prepositional phrases of time and place, e.g. <i>at the beach</i>, <i>on the weekend</i> use some basic noun phrases in their writing, e.g. <i>the old man</i>, <i>two boys</i> use articles, pronouns and the verb 'to be', with errors use common joining words, such as <i>and</i>, <i>then</i> start to use common past, present and future tenses, with errors use common, everyday vocabulary and some isolated examples of concrete technical vocabulary used in the classroom, e.g. <i>computer</i> spell frequently used words write many common consonant and vowel digraphs, e.g. <i>ch</i>, <i>_ck</i>, <i>ou</i>, <i>ee</i>, <i>ai</i> and consonant blends, e.g. <i>br_</i>, <i>sl_</i>, <i>st_</i>, <i>_nk</i>, <i>mp</i>, <i>ts</i> 	<ul style="list-style-type: none"> are beginning to use features of written rather than spoken English construct simple texts featuring print, visual and audio attempt to write text using paragraphs with modelling of picture or time prompts use familiar language and repeated structures to generate writing, e.g. <i>'On the weekend, I ...'</i> use words and phrases appropriate to the task/topic to locate events in place and time construct texts that contain compound and some complex sentences, with modelling, such as <i>'The days are wet, and it's not too hot'</i>, <i>'Because he fell over, he cried'</i> use basic punctuation with increasing control, including exclamation marks and experimenting with commas begin to develop control over subject-verb agreement attempt to use simple and progressive past, present and future tenses with varying accuracy, including using some irregular verbs use simple modal verbs, e.g. <i>can</i> use adjectives and adverbs with some errors, e.g. <i>'I am boring'</i> instead of <i>'I am bored'</i> use a greater range of pronouns to reduce repetition use articles with some success spell many content words and high-frequency words, including common contractions, e.g. <i>don't</i>, <i>can't</i>, <i>I'm</i> attempt to spell words using own pronunciation and expanding knowledge of sound-symbol relationships and spelling patterns that include vowels, e.g. 'magic e'/split digraphs and double-letter consonants 	<ul style="list-style-type: none"> construct texts featuring print, visual and audio elements using software, including word processing programs, online sources attempt paragraphs with inconsistent success construct texts that contain compound and basic complex sentences, such as <i>'After he stopped shouting, he went outside'</i> use punctuation correctly most of the time, including apostrophes in contractions begin to use some referencing to improve cohesion of writing, e.g. nouns-pronouns, articles, demonstratives and synonyms use question word order with some success use simple and progressive past, present and future tenses appropriately, with reasonable accuracy and consistency through texts have increasing control over subject-verb agreement use modal verbs to attempt to change strength of verb, e.g. <i>have to</i>, <i>would</i> use descriptive vocabulary and specialised words in appropriate contexts, e.g. <i>'big dark cave'</i>, <i>'cold misty morning'</i>, <i>'I was really embarrassed ...'</i>, <i>'the panda is fluffy and bulky'</i> use a limited range of literary devices, e.g. learned similes, alliteration and repetition spell frequently used words and one- and two-syllable words with common spelling patterns, such as <i>igh</i> and <i>air</i>, silent letters and plural/tense endings, with increased accuracy 	<ul style="list-style-type: none"> write according to structure of text genre write cohesive paragraphs reflecting distinct ideas attempt to use introductory topic sentences to announce the idea of a paragraph construct texts containing embedded and/or relative clauses, e.g. <i>'The old man, who lived alone, was looking out the window'</i> use punctuation correctly, e.g. including speech punctuation use reference words to link ideas, such as pronouns e.g. <i>this</i>, <i>that</i> and text connectives attempt to use the perfect tenses with some accuracy, e.g. <i>'I have spoken'</i> control subject-verb agreement with simple noun groups understand the effect of using modals, with increasing control use vocabulary appropriate for topic, e.g. descriptive and subject-specific terms use alternative vocabulary to explain a meaning in English if the desired word is unknown attempt to create mood and feeling with appropriate language, e.g. use of similes and metaphors use some antonyms, synonyms and abstract nouns spell frequently used and recognised words and words with common spelling patterns spell and use common homophones accurately use common SAE word-building prefixes e.g. <i>pre-</i>, <i>un-</i>, and understand that suffixes, e.g. <i>-tion</i>, <i>-ly</i>, <i>-ful</i> change the word type, such as verb to noun, noun to adjective are learning to pronounce and spell more unusual vowel and consonant graphemes, e.g. <i>through/dough/trough</i>, <i>straight</i>, <i>laugh</i>
Learning-how-to-learn Beginning Level 1	Learning-how-to-learn Beginning Level 2	Learning-how-to-learn Beginning Level 3	Learning-how-to-learn Level 1	Learning-how-to-learn Level 2	Learning-how-to-learn Level 3	Learning-how-to-learn Level 4
<ul style="list-style-type: none"> rely on home language explanations watch others write show writing-like behaviours, such as sitting appropriately practise forming letters in a variety of media, e.g. sand, play dough, shaving foam, chalk practise using different writing implements, e.g. crayons, paint brushes, pencils, pens, word processors to develop appropriate manipulation skills 	<ul style="list-style-type: none"> rely on home language to process thoughts use home language assistance and need time to process thoughts in home language dictate familiar words and phrases about a drawing or experience for others to write (depending on level of SAE oral proficiency) look for and use words on class charts to support writing ask for SAE spelling of familiar words practise writing SAE letter forms, words and phrases 	<ul style="list-style-type: none"> use class resources, such as modelled writing and graphic organisers, as models for their writing, with support write in home language and ask for translation or copy online translation re-read own writing make suggestions when editing joint and shared writing find desired words in word lists and class resources attempt spelling based on known visual memory or sounds heard, e.g. <i>brk</i> for bark, <i>fespetin</i> for face painting 	<ul style="list-style-type: none"> understand the benefit of using classroom resources to support writing in SAE, such as modelled writing, graphic organisers use developing meta-linguistic knowledge, e.g. <i>sentence/s</i>, <i>beginning</i>, <i>ending</i> to plan their texts may choose to write in their home language (if literate in their home language, this will help them organise their thoughts) apply home language literacy skills to their writing in SAE 	<ul style="list-style-type: none"> initiates own writing for particular purposes, e.g. short notes use some SAE terminology when talking about their own writing, e.g. title, heading, paragraph, page use home language to plan writing or draw on words from home language when an English equivalent is not known may sometimes supplement SAE with home language writing use models/structures supplied by teacher when writing texts 	<ul style="list-style-type: none"> plan with teacher/others before writing and use organisational genre frameworks in writing familiar text types write expanded texts from teacher's notes and retrieval charts draft writing focusing on meaning rather than accuracy use known sentence patterns/text formats for new texts revise draft after re-reading and using editing prompts such as checking verb tenses and subject-verb agreement, with support 	<ul style="list-style-type: none"> plan writing collaboratively seek assistance regarding structure for writing continue to use home language and previous learning experiences as they develop an understanding of differences in text types and linguistic features between home language and English to construct texts make summaries by writing sentences expanded from key words use a dictionary and thesaurus to expand their vocabulary

	<ul style="list-style-type: none"> are beginning to learn how to use ICT, with support 	<ul style="list-style-type: none"> begin to use the keyboard and word processing programs to publish texts 	<ul style="list-style-type: none"> access English translation of home language words through asking a bilingual speaker, using a bilingual dictionary or online translation tools, with support begin to re-read own writing and self-correct with support use sentence patterns and phrases modelled by the teacher in their own writing segment two- or three-syllable words into syllables and sounds to aid spelling, with support take risks and attempt spelling using knowledge of sound-symbol relationships and SAE spelling patterns, refer to word banks of different kinds publish simple texts that incorporate supporting images using digital technology, with support. 	<ul style="list-style-type: none"> use repeated formulae to generate and structure writing use limited language resources to create desired effect attempt to spell a wider range of words using own pronunciation, knowledge of sound/symbol relationships and classroom resources revise after conferencing edit writing with support to enhance fluency, accuracy and readability re-read and self-correct some spelling in own writing publish written texts, using technology, with increasing independence 	<ul style="list-style-type: none"> identify most spelling errors of common words when proofreading type with growing speed and efficiency to construct and publish texts featuring visual, print and audio elements 	<ul style="list-style-type: none"> revise text beyond word or phrase level, e.g. may add a topic sentence after re-reading reflect on their writing progress and what they still need to learn, with reference to checklists and simple rubrics construct, edit and publish a range of digital and multimodal texts
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WARNING: Aboriginal and Torres Strait Islander people are warned that the following document may contain images of deceased persons.



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