

# NT EAL/D Learning Progression; Listening – Years 3 to 6 – Version 1.0

All students learning English as an additional language/dialect benefit from hearing their home language being spoken and exploring 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   |  |
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| 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   | Level 5 Listening Proficiency statement   | Level 6 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. Students 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> | <p>Students at L5 sustain comprehension and interact in SAE with multiple speakers in social and academic contexts. They follow social SAE and main ideas in discussions and extended talk in a range of learning situations. They identify relevant information from less familiar and moderately complex oral texts containing subject-specific information.</p> <p>Students recognise and respond appropriately to a range of different registers in social and learning situations. They identify some interpersonal, cultural and expressive factors that affect SAE use.</p> <p>Students interpret and follow meaning in less familiar and moderately complex SAE oral texts containing subject-specific vocabulary.</p> <p>They request repetition and clarification of unknown SAE cultural references.</p> | <p>Students at L6 readily comprehend SAE spoken and audio texts normally encountered at their age and phase of schooling. They follow extended, moderately complex oral texts from a range of registers, with occasional gaps in comprehension.</p> <p>Students infer intentions of speakers and, with support, identify some SAE cultural nuances, humour and metaphors.</p> <p>Students have a well-developed knowledge of vocabulary and complex language structures.</p> <p>Students may seek support to understand cultural references in spoken texts.</p> |
| <b>Communication Beginning Level 1</b>   | <b>Communication Beginning Level 2</b>   | <b>Communication Level 1</b>  | <b>Communication Level 2</b>  | <b>Communication Level 3</b>  | <b>Communication Level 4</b>  | <b>Communication Level 5</b>  | <b>Communication Level 6</b>   |
| <ul style="list-style-type: none"> <li>respond non-verbally to simple directions or questions supported by gesture and facial expressions</li> <li>watch and imitate teachers and others, e.g. <a href="#">respond appropriately to clear commands</a>, e.g. 'Make two lines', when others are doing the same</li> <li>attempt to listen for short periods to simple stories, songs and classroom activities, with visual support, e.g. gestures, illustrations, props</li> <li>interpret gestures and intonation</li> </ul> | <ul style="list-style-type: none"> <li>respond to simple directions in SAE, delivered clearly and slowly, when appropriate wait time (processing time) is given</li> <li>respond with a <i>yes</i> or <i>no</i> to simple questions, such as 'Are you hot?', 'Can you see?' in context and combined with gestures</li> <li><a href="#">listen to texts read aloud and identify events and characters when supported</a> by expression, gestures and <a href="#">pictures</a></li> <li>watch and observe SAE used in context, using visual and concrete cues to help them understand what they hear</li> <li>show understanding of simple oral SAE through action, illustration, drama, matching</li> </ul> | <ul style="list-style-type: none"> <li>follow simple, routine oral SAE in familiar contexts spoken clearly and slowly with visuals, gestures, repetition and rephrasing.</li> <li>respond appropriately to simple, 1-2 step routine instructions when the context is obvious and familiar words are used, e.g. 'Sit on the mat', 'Go and get your book'</li> <li>respond appropriately to simple 'wh' questions, such as 'Who is that?', 'What can you see?' in context and combined with gestures</li> <li>give some appropriate responses to expressive statements, e.g. respond with 'Yeah, Miss' if teacher says 'He likes chocolate'</li> <li>participate in group learning activities such as games, rhymes</li> </ul>  | <ul style="list-style-type: none"> <li>show understanding of simple SAE oral texts, such as recount of shared activities, through identifying true and false information and recalling key events</li> <li>follow simple 2-4 step instructions delivered at a measured pace, relying on key words and contextual cues, e.g. visuals</li> <li><a href="#">engage in face-to-face interactions, responding to key words and phrases</a></li> <li>recall and interpret single ideas from short spoken texts, e.g. 'Do kangaroos lay eggs'</li> <li>rely on teacher knowing that they speak another language</li> </ul>   | <ul style="list-style-type: none"> <li>follow SAE in some known classroom and social situations, delivered at a moderate pace, e.g. teacher explanation in familiar language, simple multi-step instructions related to classroom activities</li> <li>follow scaffolded information in different learning areas on familiar topics</li> <li>identify key points of information from short spoken texts or classroom talk, e.g. assembly announcements, guest speakers</li> <li>recall sequence of main ideas/events in short spoken texts, e.g. by ordering illustrations</li> </ul>  | <ul style="list-style-type: none"> <li>follow most teacher talk in formal learning contexts with contextual support, e.g. modelling, scaffolding, visual aids</li> <li>follow and respond to teacher questions on familiar topics</li> <li>distinguish between suggestions and directives</li> <li>identify main ideas from longer, moderately spoken texts delivered at a near-normal pace.</li> <li><a href="#">take notes, if given notetaking frameworks and if information is not overly complex or unfamiliar</a></li> </ul>  | <ul style="list-style-type: none"> <li>show understanding of extended, moderately complex talk and narration, including with multiple speakers, e.g. retelling and identifying characters and relationships, themes and issues</li> <li>understand they need to listen for different purposes, e.g. listen for subject-specific information</li> <li>understand the main points of small amounts of non-literal and generalised information, when appropriate background is given</li> <li>listen for and identify relevant information in most spoken or audio-visual texts, when questions are given beforehand</li> <li>identify specific information from an announcement, news broadcast, and interviews</li> </ul>  | <ul style="list-style-type: none"> <li>follow audiovisual news stories/reports</li> <li>listen for key information in moderately complex spoken texts</li> <li>sustain understanding of main ideas in discussion with several interactions</li> <li>follow conversations with quick interaction of ideas, but may have some gaps in comprehension</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>indicate likes and dislikes non-verbally</li> <li>link actions and illustrations to spoken vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>and songs, joining in appropriately</li> <li>show understanding of simple oral SAE texts, such as listening to a story, e.g. by sequencing key pictures</li> <li>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 'Where da fores meet da sea'</li> </ul>  |  | <ul style="list-style-type: none"> <li>make some simple inferences, with assistance, e.g. 'Was Goldilocks naughty?'</li> <li>participate confidently in shared texts, such as songs and poetry</li> </ul>  |  | <ul style="list-style-type: none"> <li>connect main ideas and details of spoken texts and make inferences and comparisons, with support</li> <li>indicate when the same ideas are expressed in different words</li> </ul>   |  |
| <b>Socio-cultural understandings Beginning Level 1</b>  | <b>Socio-cultural understandings Beginning Level 2</b>   | <b>Socio-cultural understandings Level 1</b>  | <b>Socio-cultural understandings Level 2</b>   | <b>Socio-cultural understandings Level 3</b>   | <b>Socio-cultural understandings Level 4</b>   | <b>Socio-cultural understandings Level 5</b>  | <b>Socio-cultural understandings Level 6</b>   |
| <ul style="list-style-type: none"> <li>begin to respond to SAE social courtesies used by others if they match those in home language</li> <li>apply home language/culture conventions, attitudes and beliefs to school situation, e.g. avoiding eye contact or not responding to questions, or turning away</li> <li>watch others' gestures, attempting to interpret and imitate them, but may not speak in SAE</li> <li>misinterpret gestures and facial expressions that have a different meaning in their own culture, e.g. hand gestures, staring with raised eyebrows</li> </ul> | <ul style="list-style-type: none"> <li>respond appropriately to common greetings</li> <li>respond non-verbally to tone of voice, some intonation patterns and body language related to classroom activities</li> <li>begin to understand SAE social listening courtesies, e.g. a listener is expected to attend to a speaker, eye contact is expected</li> <li>demonstrate an understanding of some SAE gestures, e.g. teacher shaking their head</li> </ul>   | <ul style="list-style-type: none"> <li>respond to tone of voice, facial expressions and gestures demonstrating feelings, e.g. anger/sadness and simple 'slapstick' humour</li> <li>respond to social cues, e.g. a gesture to go through a door first or to sit down</li> <li>demonstrate a small range of SAE language listening behaviours for short periods of time, e.g. concentrate, look at speaker, actively listen for meaning</li> <li>understand that in SAE, it is expected that you answer questions, so you need to listen actively</li> <li>will be confused by sarcasm or common idioms such as 'What's the magic word?'</li> </ul>   | <ul style="list-style-type: none"> <li>show understanding that you listen for different purposes (and to respond to questions), e.g. enjoyment of a story, following instructions, recalling key information</li> <li>respond to changes of intonation, pitch of voice and pacing and their effects on mood/feelings and humour, e.g. teacher's reading voice</li> <li>demonstrate SAE listening behaviours in simple oral interactions, e.g. not interrupting, putting hand up to indicate desire to participate, making eye contact in face-to-face situations</li> <li>understand that the teacher expects answers to questions to demonstrate understanding, after this has been modelled</li> <li>are aware of formal and informal oral registers, e.g. a principal's announcement compared to a call for team practice</li> <li>identify and interpret some SAE gestures that indicate approval or disapproval, e.g. thumbs up, 'high five', middle finger up</li> </ul> | <ul style="list-style-type: none"> <li>use SAE conventions for listening in a conversation/group setting, e.g. attention to each speaker and actively listening for ideas</li> <li>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</li> <li>recognise some SAE humour and jokes</li> <li>recognise different oral registers, e.g. when a shop assistant says 'May I help you?' or 'G'day, mate!'</li> <li>understand that suggestions and directives are different and have different expectations</li> <li>interpret changes to intonation, stress and volume, e.g. the many ways to say 'no'</li> </ul>   | <ul style="list-style-type: none"> <li>recognise and respond to not the same oral registers, through attempting to reply similarly, e.g. when a shop assistant says 'May I help you?' or 'G'day, mate!'</li> <li>recognise the intended audience, purpose and register of oral texts, e.g. storytelling, instruction, recounting events, narrated documentary, chatting and arguing</li> <li>follow and respond appropriately in different oral learning activities, e.g. participate in discussions, listen to formal instructions, listen to a guest speaker</li> <li>recognise and interpret some SAE humour, with support, e.g. puns and riddles</li> <li>follow and access some colloquialisms, understatements, idioms, cultural references expressed in SAE, e.g. 'bring a plate', 'it's a bit warm today', 'a dog's breakfast'</li> <li>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'</li> <li>require support to understand cultural references in texts</li> </ul> | <ul style="list-style-type: none"> <li>recognise and respond appropriately to a range of different registers in social and learning situations</li> <li>understand the importance of listening for different purposes</li> <li>interpret meaning and feeling from intonation, volume, stress, repetition or pacing</li> <li>use a range of SAE listening behaviours, e.g. eye contact, distance between speakers, use of gestures</li> <li>recognise SAE social and verbal cues that require a response</li> <li>follow everyday idioms and colloquialisms</li> </ul>   | <ul style="list-style-type: none"> <li>can respond appropriately in most unplanned verbal exchanges</li> <li>infer most intentions of speakers</li> <li>follow and identify information in subject-specific registers</li> <li>follow some cultural references, humour and metaphors, with support</li> <li>recognise idioms and colloquialisms, asking for explanation if too obtuse</li> </ul>   |
| <b>Language Structures and Features Beginning Level 1</b>   | <b>Language Structures and Features Beginning Level 2</b>  | <b>Language Structures and Features Level 1</b>   | <b>Language Structures and Features Level 2</b>  | <b>Language Structures and Features Level 3</b>  | <b>Language Structures and Features Level 4</b>  | <b>Language Structures and Features Level 5</b>   | <b>Language Structures and Features Level 6</b>  |
| <ul style="list-style-type: none"> <li>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</li> <li>attend to spoken SAE for brief moments, focussing on tone and intonation</li> </ul>  | <ul style="list-style-type: none"> <li>recognise and respond to some familiar content words/phrases, e.g. names of items, actions performed, some observable attributes</li> <li>understand some context-embedded gestures and a few connected words</li> <li>identify some words they know in a spoken SAE stream, e.g. hear the word 'book' in 'Give me your book' (especially if the known word is stressed)</li> <li>understand a narrow range of action verbs, e.g. sit, run, kick, sing</li> <li>begin to distinguish words within sentences with visual or kinaesthetic cues, e.g. placing blocks</li> <li>respond to speaker's tone when in context, e.g. 'STOP!'</li> <li>can identify the rhythm and intonation of a question cued by facial expression</li> </ul> | <ul style="list-style-type: none"> <li>respond to simple instructions, e.g. 'Point to the colour', 'Shut the door'</li> <li>understand simple subject-verb-object word order, e.g. 'Jack hit Ben' (i.e. they know who hit whom)</li> <li>identify key words from short spoken/multimodal texts, e.g. number, colour, action verbs and common personal pronouns</li> <li>recognise question words (who, what, when, where) at the start of questions, e.g. 'Where is your pen?' NOT 'You put it where?'</li> <li>recognise explicit time references at the beginning of sentences, e.g. 'Yesterday we saw ...'</li> <li>interpret intonation and stress, e.g. a rising tone to indicate questioning</li> <li>hear some different SAE words as the same words, depending on the sounds of their home</li> </ul> | <ul style="list-style-type: none"> <li>recognise some features of basic oral text types, e.g. recount start with past time references, instructions start with a command</li> <li>follow and interpret compound and some complex sentence structures, e.g. 'I shouted, and he ran away'</li> <li>recognise question starters such as can, do/did, have</li> <li>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</li> <li>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'</li> <li>hear and understand some contractions, e.g. negatives such as isn't, can't and positives such as I'm, he's</li> </ul>  | <ul style="list-style-type: none"> <li>identify some common learning area oral text types, e.g. narratives, poems, and modelled procedural and persuasive texts</li> <li>follow and interpret some complex sentences 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'</li> <li>begin to recognise that questions, statements and negation require changes in word order and vocabulary not only intonation</li> <li>understand simple why and how questions, e.g. 'Why are you crying?', 'How did you fix it?' and that these types of questions require more than a yes or no answer</li> <li>can identify the time and place information from an oral SAE sentence</li> <li>identify and understand key learning area vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>follow and respond to open-ended questions using vocabulary/ideas from the question</li> <li>respond appropriately to questions, statements and negation constructed through word order and vocabulary rather than intonation, e.g. 'Do you ...?', 'What is ...?'</li> <li>follow and interpret more complex sentences and questions, such as 'What do you think will happen when we heat the chocolate?'</li> <li>follow instructions that include sequential text connectives, e.g. first, then, after that</li> <li>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?')</li> <li>understand a range of vocabulary, including some subject-specific words and</li> </ul>  | <ul style="list-style-type: none"> <li>follow and interpret meaning of less familiar, moderately complex oral texts</li> <li>understand a range of subject-specific words, with intermittent support</li> <li>recognise core meanings in longer words when the part of speech, stress pattern and sounds change, e.g. revise/revision, sympathy/sympathetic</li> <li>understand simple modal structures, e.g. might, could, should, with support</li> <li>identify the difference between a speaker's direct speech and reported speech</li> <li>interpret and respond to the use of conditionals, e.g. 'if 'might' clauses</li> <li>discriminate most SAE sounds</li> <li>show awareness of mispronunciation in self and other speakers</li> </ul> | <ul style="list-style-type: none"> <li>follow moderately complex familiar and unfamiliar oral texts in social and learning areas</li> <li>follow complex sentence structures such as relative clauses</li> <li>follow a range of more complex text connectives, e.g. although, unless, meanwhile</li> <li>recognise passive voice sentence order and can identify agent, action and consequence, e.g. 'It was dropped', 'It got broken'</li> <li>recognise and understand a range of subject-specific vocabulary</li> <li>understand a range of abstract nouns in social and learning area oral texts, e.g. freedom, democracy, luxury, poverty</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>respond to some simple SAE questions and instructions, such as 'Are you OK?' or 'Sit down here'</li> <li>segment 2-3 syllable words, e.g. through clapping</li> <li>hear some sounds/syllables of SAE and are aware that some don't match those of home language</li> <li>match pictures/objects with other pictures/objects where the spoken SAE words rhyme, e.g. <i>tin</i> with <i>pin</i></li> <li>can hear single sounds of SAE, e.g. initial sounds of familiar words such as 'p' in <i>please</i> and 'ch' in <i>chair</i> (if similar sounds occur in their own language)</li> </ul> | <p>language, e.g. <i>pat/bad, pin/pen, play/pay, ban/band</i></p> <ul style="list-style-type: none"> <li>hear some vowel sounds but may confuse them</li> <li>identify SAE words that have the same sound, e.g. rhyming</li> </ul>   | <ul style="list-style-type: none"> <li>hear the difference between stressed and unstressed syllables, e.g. <i>doctor, between, assembly, animal</i></li> <li>discriminate some single and blended SAE sounds in isolated words, e.g. distinguish <i>b</i> from <i>br</i>, <i>t</i> from <i>_ts</i> (in order to hear plural and third person singular)</li> </ul>   | <ul style="list-style-type: none"> <li>know that some words can have more than one meaning, such as <i>runs</i> as a verb or <i>runs</i> as a noun, e.g. 'She runs very fast', 'The team scored 101 runs'</li> <li>hear and understand contractions that change their sounds, e.g. <i>will not/won't, do not/don't</i></li> <li>hear unstressed prefixes and suffixes that alter the meaning of a word, e.g. <i>fair/unfair, painful/painless</i></li> <li>distinguish more complex consonant blends, e.g. <i>spr_</i></li> </ul>                 | <p>simple abstract nouns such as <i>courage, luck</i></p> <ul style="list-style-type: none"> <li>demonstrate a tentative understanding of vocabulary beyond immediate personal and school experiences</li> <li>guess at the meanings of words with multiple affixes from the core word, e.g. <i>unhelpfully</i></li> <li>begin to recognise core meanings in longer words when the part of speech, stress pattern and sounds change, e.g. <i>library/librarian</i></li> </ul> |   |  |
| <b>Learning-how-to-Learn Beginning Level 1</b>  | <b>Learning-how-to-Learn Beginning Level 2</b>   | <b>Learning-how-to-Learn Level 1</b>   | <b>Learning-how-to-Learn Level 2</b>  | <b>Learning-how-to-Learn Level 3</b>  | <b>Learning-how-to-Learn Level 4</b>  | <b>Learning-how-to-Learn Level 5</b>  | <b>Learning-how-to-Learn Level 6</b>   |
| <ul style="list-style-type: none"> <li>rely on gestures and visual aids to understand spoken SAE</li> <li>indicate lack of comprehension through facial expression, gesture or ignoring speaker</li> <li>ask other home language speakers for clarification</li> <li>watch silently as they attempt to tune into SAE</li> </ul> | <ul style="list-style-type: none"> <li>rely on contextual clues (gestures and visual) to follow communication in everyday classroom routines and to aid understanding</li> <li>rely on others to repeat key SAE words to help them understand</li> <li>endeavour to connect what they have understood with concepts in their home language</li> <li>use bilingual support for translation and to connect SAE words with home language concepts</li> <li>need wait time to process the key SAE words they can distinguish into their home language before responding</li> </ul>   | <ul style="list-style-type: none"> <li>begin to attend to oral SAE using visual cues, gestures, repetition and teacher rephrasing of SAE to support new learning</li> <li>begin to seek repetition along with visual cues to support comprehension of spoken texts</li> <li>ask home language speakers to explain, clarify or rephrase for them</li> <li>watch others and copy them to learn classroom routines</li> <li>watch SAE speakers' mouths as they make sounds and words to learn sound production</li> <li>continue to need wait time to process their understanding of SAE</li> <li>older students may listen repeatedly to single words or phrases to practise sound perception, e.g. using minimal pairs and sentence patterns</li> </ul> | <ul style="list-style-type: none"> <li>rely on emphasis, intonation, repetition and contextual cues when listening to spoken language or texts read aloud</li> <li>check understanding by asking for repetition or explanation using visual scaffolding</li> <li>rely partly on home language speakers, if available, to interpret and explain, or turn to friends</li> <li>need wait time to process what they've heard and make connections with their home language</li> <li>older students may seek out other sources of oral SAE to listen to, e.g. television, radio</li> <li>listen for sounds, sound combinations or words that they find difficult or interesting</li> </ul> | <ul style="list-style-type: none"> <li>continue to check understanding by asking speaker to rephrase, repeat/speak slowly</li> <li>ask for and benefit from explanation from teacher or other home language speakers, e.g. meaning of new words, concepts, homophones</li> <li>attempt to predict or infer meaning from context and teacher behaviour</li> <li>continue to need some wait time as SAE becomes more complex</li> <li>older students may listen for stress and unstressed syllables in words that may affect the meaning</li> </ul> | <ul style="list-style-type: none"> <li>continue to request SAE speakers to repeat or rephrase to clarify meaning and understanding</li> <li>pay attention to and learn new vocabulary from classroom and outside sources</li> <li>draw on learned SAE to support effective communication</li> <li>listen for final sounds in consonant clusters, e.g. to identify plurals/tense markers</li> <li>continue to benefit from home language support</li> </ul>                    | <ul style="list-style-type: none"> <li>request repetition or clarification if speech contains too many cultural references</li> <li>paraphrase information from oral and audio texts to support new learning</li> <li>identify content words and sequence words to follow an extended text</li> <li>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</li> <li>may still need processing time to comprehend complex interactions.</li> <li>continue to benefit from home language support</li> </ul> | <ul style="list-style-type: none"> <li>ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions</li> <li>seek support to understand cultural references in spoken texts</li> <li>ask for repetition or paraphrasing</li> <li>make notes to help recall a spoken text</li> <li>assess their own information needs and purposes before listening or viewing</li> <li>reflect on spoken and audio visual text to check accuracy of information and relevance</li> <li>assess/evaluate relevance and accuracy of information before responding</li> </ul> |

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 home language, to support SAE learning and overall cognitive growth. EAL/D students' spoken SAE will 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 Speaking Proficiency statement  | 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   | Level 5 Speaking Proficiency statement  | Level 6 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. Students 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.</p> <p>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. They 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>  | <p>Students at L5 interact and negotiate using SAE in a range of social and learning situations, with minimal contextual support.</p> <p>Students express opinions and ideas, and clarify and explain with an increased understanding of SAE cultural conventions.</p> <p>Students demonstrate control over a range of vocabulary and use text type knowledge to produce a range of increasingly coherent and complex language structures, with some accuracy of grammatical features.</p> <p>Students need teacher support in using SAE cultural references in activities. They continue to benefit from home language support.</p>  | <p>Students at L6 interact effectively in SAE with increasing independence in a range of social and learning contexts, with minimal support.</p> <p>Students adapt their SAE to their listeners' needs with some support.</p> <p>Students speak fluently with some control over subject-specific registers and complex structures.</p> <p>Students plan, reflect and use different sources to enhance communication in spoken SAE. They continue to benefit from home language support.</p>  |
| <b>Communication Beginning Level 1</b>  | <b>Communication Beginning Level 2</b>   | <b>Communication Level 1</b>  | <b>Communication Level 2</b>  | <b>Communication Level 3</b>  | <b>Communication Level 4</b>   | <b>Communication Level 5</b>  | <b>Communication Level 6</b>   |
| <ul style="list-style-type: none"> <li>respond non-verbally and copy actions of others, e.g. pointing to or getting concrete objects</li> <li>respond non-verbally to questions and directions, e.g. move head/eyes, point, use gestures to express needs and indicate meaning</li> <li>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</li> <li>attempt to communicate using home language</li> </ul>   | <ul style="list-style-type: none"> <li>begin to express needs using single words or non-verbal responses such as shrugs, e.g. get bag and say, 'Home' for 'Can I go home now?'</li> <li>respond to questions with gestures and sometimes with single words such as 'Yes', 'No' or 'Nothing'</li> <li>join in SAE songs, stories and drama, copying movements and words</li> <li>name familiar items and people</li> <li>describe own and others' illustrations with isolated words</li> </ul>  | <ul style="list-style-type: none"> <li>communicate with peers in social or learning activities by suggesting or directing action, e.g. 'Play football?', 'Can we ...?' 'Your turn', 'Come here'</li> <li>participate in guided face-to-face conversations with a familiar supportive adult and supportive listener prompting with gestures and words to cue their responses</li> <li>use well-rehearsed and common sentence patterns to make basic requests and express basic needs</li> <li>convey short messages with a few connected words and ideas, e.g. 'She hit me', 'Me hungry, no lunch', 'I hot - inside', 'Pencil break', 'You go now'</li> <li>give some basic personal information on request using learned formulae, e.g. 'My name is ...', 'I am from ...', 'My country is ...'</li> <li>participate in joint, repetitive classroom language production, e.g. singing, chanting, counting, scaffolded sentences</li> </ul> | <ul style="list-style-type: none"> <li>begin to initiate social talk in SAE with English-speaking peers and familiar teachers</li> <li>suggest, request or command action, e.g. 'Let's go outside', 'Can we go outside?', 'Come outside!'</li> <li>participate in face-to-face interactions on familiar personal topics but with frequent breakdowns in fluency and meaning due to limited vocabulary</li> <li>respond to simple <i>what</i>, <i>when</i> and <i>how</i> questions directed to them from across learning areas</li> <li>sustain interactions in SAE with a lot of encouragement and listener support</li> <li>begin to contribute suggestions to group-negotiated texts</li> <li>retell a story or recount an event in sequence using learnt sentence patterns and visual support, e.g. talking about events, sequencing pictures</li> <li>convey information to others, e.g. relay a message or give an instruction</li> </ul> | <ul style="list-style-type: none"> <li>initiate and participate in casual exchanges with English-speaking peers and familiar adults</li> <li>participate in academic learning activities on familiar topics if teacher and contextual support and time are provided, e.g. can describe a process such as the water cycle in simple terms</li> <li>begin to participate in small-group tasks by suggesting, agreeing and disagreeing</li> <li>express ideas as phrases from across the learning areas</li> <li>recount events/actions/stories in sequence, supplying <i>when</i>, <i>where</i>, <i>who</i> and <i>what</i> information</li> <li>contribute to role plays/drama using familiar words, phrases and sometimes in full sentences</li> <li>identify and describe people, places and things using learned vocabulary in phrases and sometimes in full sentences</li> <li>express opinions and describe feelings with some explanation in phrases or sometimes in full sentences</li> </ul> | <ul style="list-style-type: none"> <li>initiate exchanges about learning tasks/activities with others</li> <li>give a short, prepared talk on a familiar topic in classroom talk, with a few subject-specific terms</li> <li>express opinions with reasons</li> <li>contribute ideas and some details in group and class tasks</li> <li>participate in small-group tasks by disagreeing, clarifying and confirming</li> <li>ask and answer questions about learning content to develop their understanding and clarify their thoughts</li> <li>create and recite poetry/songs to express feelings, experiences and ideas</li> <li>give short sequences of instructions</li> <li>record own oral texts, e.g. retelling a story with detail and expression or summarising a text read or viewed</li> <li>participate and collaborate in class and group learning activities with other SAE speakers, however, they do not</li> </ul> | <ul style="list-style-type: none"> <li>interact and negotiate with peers and others, e.g. collaboratively plan a project or special event</li> <li>negotiate topics and scope of learning with the teacher and others, e.g. talk about topics of assignments or project timelines and workloads</li> <li>successfully enter role plays and drama activities</li> <li>use SAE to suggest, clarify, express opinions and explain a process, e.g. transformation of solids to gas</li> <li>use SAE in a range of contexts across the curriculum, e.g. reporting back to whole class on the results of an experiment or giving an oral summary of a text</li> <li>seek information by using a range of questions with varying degrees of accuracy</li> <li>conduct an interview from a pre-prepared list of questions</li> <li>use SAE to construct a simple hypothesis or generalisation, e.g. 'I think the idea of 'back burning' in the dry season makes sense'</li> </ul> | <ul style="list-style-type: none"> <li>interact confidently with SAE speakers in familiar social and learning situations</li> <li>paraphrase a short text, e.g. 'The program was all about the rise in crime in the city and what the government is going to do about it'</li> <li>rephrase difficult vocabulary or structures to support understanding</li> <li>confidently participate in oral poetry activities, role plays and drama</li> <li>prepare and present talks to an audience</li> <li>engage a listener's attention, e.g. through varying expression</li> <li>answer most questions on a prepared talk</li> <li>construct brief oral presentations, including contextual support for new topics, to substantiate argument/stance</li> <li>take on the role of welcoming, introducing or thanking a visiting speaker</li> </ul> |

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|---|---|--|--|---|--|--|--|
|   |   | <ul style="list-style-type: none"> <li>respond verbally and non-verbally to directions/instructions or questions, e.g. shrugs shoulders to indicate they don't know or don't understand</li> <li>use gestures/actions with words to help communicate, e.g. points to a book and says 'I read book'</li> </ul>  | <ul style="list-style-type: none"> <li>participate in role plays, e.g. of familiar stories, structured social transactions, practising specific language constructions</li> <li>begin to <a href="#">contribute some relatively complex ideas using concrete subject matter and well-rehearsed sentence patterns</a></li> </ul>  | <ul style="list-style-type: none"> <li>ask and answer personal and subject-specific questions, sometimes in fragmented chunks</li> <li>use SAE to negotiate simple transactions, e.g. borrowing a library book</li> </ul>   | <ul style="list-style-type: none"> <li>have the depth of language required to relate more complex ideas, e.g. persuasive discussions and explanations of science processes</li> <li>express the main points and add some detail of ideas and opinions from a range of familiar texts</li> </ul>  | <ul style="list-style-type: none"> <li>contribute to new topic discussions with contextual support, e.g. speak about current topics of interest, using or referring back to audio visual texts heard</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">choose between ways of expressing statements, questions, offers and commands and use them accurately</a></li> <li>contribute ideas in group discussions about literary, interpersonal and informational texts, talking in more technical and generalised terms, e.g. families, the planets, volcanic eruptions, solar system lava</li> <li>clarify tasks, goals and time limits in group activities</li> </ul>  |
| <b>Socio-cultural understandings Beginning Level 1</b>  | <b>Socio-cultural understandings Beginning Level 2</b>  | <b>Socio-cultural understandings Level 1</b>   | <b>Socio-cultural understandings Level 2</b>   | <b>Socio-cultural understandings Level 3</b>  | <b>Socio-cultural understandings Level 4</b>   | <b>Socio-cultural understandings Level 5</b>   | <b>Socio-cultural understandings Level 6</b>   |
| <ul style="list-style-type: none"> <li>observe and imitate social behaviours in speaking SAE, e.g. shake head for no</li> <li>use gestures and facial expressions from own culture without realising they may be misunderstood, e.g. indicating direction with eye or lip movement, or clicking to indicate disapproval or understanding</li> </ul> | <ul style="list-style-type: none"> <li>participate in routine social interactions, e.g. 'Hello/see ya'</li> <li>become aware of social SAE classroom conventions, e.g. understand they need to let the teacher know before they leave the room</li> <li>use physical gestures and actions to gain attention and communicate, e.g. tapping teacher, pulling on clothing</li> </ul>   | <ul style="list-style-type: none"> <li>starting to use appropriate oral language conventions and behaviours, e.g. taking turns, using appropriate voice volume, raise hand in a group</li> <li>exchange simple greetings appropriate to the time of day, e.g. 'Good morning'</li> <li>show awareness that SAE uses familiar courtesy phrases, e.g. 'Excuse me', 'Please', 'Thank you'</li> <li>understand classroom courtesies, e.g. request permission to leave the classroom by saying 'Toilet, Miss'</li> <li>use appropriate address forms, e.g. 'Miss' or 'Mrs Y' rather than 'Teacher'</li> <li><a href="#">use home language culture and personal experiences of speaking behaviours to communicate and predict meaning of some unfamiliar spoken texts</a></li> </ul>  | <ul style="list-style-type: none"> <li>make use of SAE conversational formulae and non-verbal communication to initiate and makes attempts to sustain interaction with others, although sometimes inappropriately or too often, e.g. says 'Excuse me', use agreement fillers 'Um or, Mm', smile or point</li> <li><a href="#">imitate oral language conventions, such as taking turns and speaking at a volume suited to the situation</a></li> <li>recognise that some words, gestures and intonations may be suitable or unsuitable in certain contexts</li> <li>understand that the teacher expects some questions to be answered in complete sentences, e.g. teacher requires more than 'Nup' or 'Yeah'</li> <li>older children may use SAE social gestures such as shaking hands, holding open doors, waiting for others to exit before entering and offering older people/people with disabilities a seat</li> </ul> | <ul style="list-style-type: none"> <li>use appropriate SAE for familiar informal/social situations, e.g. turn taking, affirming, suggesting, apologising</li> <li>are aware of formal/informal social registers, e.g. addresses teachers and other less familiar teachers/adults by their full name or uses Sir or Miss</li> <li>initiate and manage interactions through conversational formulae, e.g. 'What you do on weekend?', 'Really?', 'Then what, Miss?'</li> <li>understand that asking questions is encouraged and a way to learn</li> <li>express SAE humour through learnt jokes, e.g. 'knock knock' jokes</li> <li>identify contexts in which formal or informal spoken texts are appropriate</li> <li>begin to understand some words and expressions that are considered complimentary, e.g. 'Good job' or rude in SAE, e.g. 'He is fat'</li> <li><a href="#">contribute information and express ideas in group tasks and classroom discussions using politeness conventions</a></li> </ul> | <ul style="list-style-type: none"> <li>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 and 'Bye/see ya' to a friend</li> <li>use appropriate register for different situations, e.g. use of polite register when speaking to unfamiliar adults</li> <li><a href="#">begin to use some colloquial language, e.g. 'No worries'</a></li> <li>begin to understand that asking and explaining why or how you know something is encouraged in SAE learning contexts</li> </ul>  | <ul style="list-style-type: none"> <li>use appropriate SAE in formal and informal language situations <a href="#">and enter and exit conversations using less formulaic initiating and closing moves</a></li> <li>use a range of registers when speaking, depending on purpose and audience</li> <li>apply some cultural differences in communication behaviour, e.g. body distance and eye contact</li> <li>use some colloquialisms and cultural references, e.g. 'G'day mate' or 'Have you had a good weekend?'</li> <li>use some imagery, e.g. similes and metaphors</li> <li>start to understand the need to provide background information for listeners in some situations, e.g. talking on the phone to someone who doesn't know you</li> <li>begin to understand that proposing explanations for why things exist or happen and collecting evidence to test if the explanation is true or not is important in SAE learning contexts</li> </ul> | <ul style="list-style-type: none"> <li>use formal and informal SAE appropriately, including some slang/colloquial language, e.g. <i>breakfast/brekkie</i></li> <li>use appropriate register for different situations, e.g. use of polite register when speaking to adults</li> <li>use a range of conventional phrases for specific purposes, e.g. 'Would you mind if ...?', 'To sum up ...'</li> <li>discuss common rules and expectations of conversation, e.g. assertiveness, how to interrupt</li> <li>provide background information for listeners in particular situations to sustain conversation, e.g. in initiating face-to-face and telephone conversations or recounting a news report</li> <li>monitor audience response and adapt language to listeners' needs, e.g. respond by varying contents and length of talk</li> <li><a href="#">experiment with how meanings are varied by changing volume, intonation and emphasis when speaking and reading aloud</a></li> </ul> |
| <b>Language structures and features Beginning Level 1</b>   | <b>Language structures and features Beginning Level 2</b>   | <b>Language structures and features Level 1</b>  | <b>Language structures and features Level 2</b>  | <b>Language structures and features Level 3</b>   | <b>Language structures and features Level 4</b>  | <b>Language structures and features Level 5</b>  | <b>Language structures and features Level 6</b>  |
| <ul style="list-style-type: none"> <li>very occasionally repeat or 'mouth' SAE words, formulaic language and phrases</li> </ul>   | <ul style="list-style-type: none"> <li>repeat simple repetitive sentence patterns, e.g. 'I like ..'</li> <li><a href="#">use a limited range of concrete home and school vocabulary that is high frequency</a></li> <li><a href="#">exhibit a beginning understanding of word order in simple well-known phrases and sentences</a></li> <li><a href="#">are beginning to distinguish between spoken SAE words and home language words</a></li> <li>approximate SAE pronunciation of some words</li> <li>segment words into syllables using tapping or clapping</li> <li>isolate some initial SAE sounds from words</li> <li>may identify changes in onset sounds in onset-rime activities in spoken SAE</li> <li>may provide rhyming words at ending of familiar predictable rhyming texts</li> </ul> | <ul style="list-style-type: none"> <li>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'</li> <li>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?'</li> <li>approximate simple SAE sentence word order in a small range of sentence types, e.g. 'I go Casuarina', 'She sad and she cry'</li> <li>use common vocabulary related to needs, learning and playing, including nouns, verbs, pronouns, and some adjectives, time and location words</li> <li>approximate SAE pronunciation of sounds and words with home language influence</li> <li>identify and generate spoken SAE words that rhyme (may be nonsense words)</li> </ul> | <ul style="list-style-type: none"> <li>construct own simple sentences using subject, verb, object word order</li> <li>substitute new words in learnt/modelled SAE patterns to create original utterances characterised by simplified language and varying grammatical accuracy</li> <li>use some learned question sentence starters, e.g. 'May I ...?', 'Can I ...?'</li> <li>use basic vocabulary, including some familiar contractions, negatives, and nouns with plural and possessive endings</li> <li><a href="#">begin to use some topic-specific vocabulary, e.g. weather, animals</a></li> <li>use modelled combinations of nouns/pronouns and the verb 'to be' with inconsistent success, e.g. 'I am', 'You are', 'Mary is', 'I was'</li> <li>use joining words such as <i>and, or, but</i> to construct compound sentences</li> </ul>  | <ul style="list-style-type: none"> <li>express themselves in classroom activities using basic familiar words, sentences and pronunciation</li> <li>begin to construct questions using word order, i.e. moving/ adding the verb to the beginning of the sentence, e.g. 'I can stop/Can I stop?', 'You stopped/Did you stop?'</li> <li>use compound sentences and starts to use basic complex sentences, e.g. using joining words such as <i>because, if, when</i> place adverbial time markers with some success, e.g. 'Last night', 'I watched TV', 'I watched TV last night'</li> <li>use simple and progressive past, present and future verb tense changes with inconsistent success, e.g. 'I am jumping', 'She jumping', 'Was jumped'</li> <li>attempt to use some modal verbs, e.g. <i>could, would, should</i></li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">use basic SAE features, combining and manipulating learned speech patterns, although errors are still apparent, e.g. 'I don't know where is it'</a></li> <li>sequentially retell stories, events or what they have learnt using some cohesive devices, e.g. noun/pronoun references and time references such as <i>after that, then, finally</i></li> <li>follow and respond to open-ended questions using vocabulary/ideas from the question</li> <li>construct a range of question types, including tag questions and <i>how</i> and <i>why</i> questions, with inconsistent success, e.g. 'Why did you stop?', 'You stopped. Didn't you?'</li> <li>use compound and complex sentences with some success</li> <li>use a greater range of conditional statements and questions, e.g. 'If dogs start</li> </ul> | <ul style="list-style-type: none"> <li>recount main ideas/details in sequence and connect ideas from oral texts and multi-modal texts</li> <li>use complex sentence structures with multiple clauses</li> <li>use a broad range of vocabulary, including fillers, to sustain conversation</li> <li>use a range of vocabulary to convey shades of meaning, e.g. <i>good, fine, terrific, wonderful, excellent</i></li> <li>create new vocabulary from known words, e.g. <i>beautiful</i> to <i>unbeautiful</i></li> <li>use a greater range of verb tenses, with inaccuracies occurring in longer, more complex sentences</li> <li>express simple relationships through comparisons and contrasts, e.g. <i>bigger than, like, only</i></li> <li>use direct and reported speech with varying accuracy</li> </ul>   | <ul style="list-style-type: none"> <li>use a wide range of vocabulary, including technical and abstract terms</li> <li>use complex language structures</li> <li>use relative clauses when reporting back on what other members of a group have done or about a resource that has been useful, e.g. 'Jack, who took notes...' or 'The book, which...'</li> <li><a href="#">reproduce a range of colloquialisms and idioms with confidence, e.g. 'Who do you go for?'</a></li> <li><a href="#">use phrases of time and place to expand information and longer noun groups to expand descriptions</a></li> <li>use common modals to express shades of meaning, e.g. <i>could, should, might</i></li> <li>use a range of modifiers, e.g. 'The maths paper with all the graphs...'</li> <li>make variable use of abstract nouns, e.g. <i>state: state of matter, state, state of affairs</i></li> </ul>   |

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|   |  | <ul style="list-style-type: none"> <li>segment CVC syllables/words into separate sounds, e.g. c_a_t</li> <li>depending on the sounds and sound patterns they can perceive and produce, they may pronounce consonant blends as single sounds, e.g. p'ay for 'play'; drop verb/noun endings, e.g. many cat; or pronounce words with a vowel between them, e.g. sigusty for 'sixty'</li> <li>replace SAE sounds with similar home language sounds, e.g. bideo for 'video'</li> <li>make slight deviations in routine formulaic SAE, which indicate that SAE is not home language</li> </ul>  | <ul style="list-style-type: none"> <li>indicate past, present and future tenses through explicit time references, e.g. yesterday, tomorrow</li> <li>attempt to use irregular SAE verbs with errors, e.g. 'Yesterday I goed', 'Tomorrow he go'</li> <li>overgeneralise plural rules for countable nouns, e.g. fishes for 'fish', sheeps for 'sheep'</li> <li>use some basic prepositions with inconsistent success, e.g. on/off, from/to, in/out</li> <li>start to use comparative and superlative adjectives, e.g. bigger/biggest</li> <li>use comprehensible SAE pronunciation of words and sounds within words, with inconsistent use of stress</li> <li>pronounce some blended SAE sounds to convey meaning, e.g. book/books, run/runs</li> <li>manipulate the sounds in words, e.g. changing the first sounds to create rhyming words</li> </ul> | <ul style="list-style-type: none"> <li>use some learned subject-specific vocabulary, e.g. rectangle</li> <li>use comparative and contrasting statements, e.g. 'I am bigger than Jack'</li> <li>use a greater range of contractions, e.g. we're, I'll</li> <li>use a greater range of prepositions, e.g. between, above, through</li> <li>use more subject, object and possessive pronouns, e.g. he, him, his</li> <li>use articles to signal new and old information</li> <li>use pronunciation that increasingly approximates the SAE they hear around them, beginning to discard home language features in their pronunciation</li> <li>pronounce 2-4 syllable words with the stress on the correct syllable, e.g. doctor, between, assembly, animal</li> <li>make approximations to SAE forms and so speaking will contain errors (which are a sign of language development) but meaning is generally unimpeded</li> </ul>   | <p><i>barking, I get frightened and run away'</i></p> <ul style="list-style-type: none"> <li>use adverbs of manner to provide more details, e.g. happily, sadly, softly</li> <li>include irregular past tenses with some consistency and begins to use perfect tenses</li> <li>use a small range of linking elements, such as pronoun references across sentences, e.g. 'My mum has a new computer. It's a ...'</li> <li>use an expanding range of common vocabulary with confidence and a limited range of technical vocabulary for operating in different curriculum areas</li> <li>use prefixes and suffixes to alter the meaning of a word, e.g. fair/unfair, painful/painless</li> <li>speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order</li> <li>use appropriate pronunciation and stress in variable word families, e.g. read/read, breathe/breath, library/librarian</li> <li>adapt acquired SAE vocabulary and some complex structures for expanded talk</li> </ul> | <ul style="list-style-type: none"> <li>use appropriate intonation and stress in most SAE situations</li> <li>use a growing range of everyday and specialist vocabulary in all learning areas, e.g. subtract, calculate, and can identify multiple meanings of many familiar words, e.g. A space between words, outer space</li> </ul>   | <ul style="list-style-type: none"> <li>use more complex text connectives, e.g. unless, although</li> <li>use some text connectives to introduce and highlight points when presenting talks, e.g. firstly, however, finally</li> </ul>  |
| <b>Learning-how-to-learn Beginning Level 1</b>  | <b>Learning-how-to-learn Beginning Level 2</b>   | <b>Learning-how-to-learn Level 1</b>  | <b>Learning-how-to-learn Level 2</b>   | <b>Learning-how-to-learn Level 3</b>  | <b>Learning-how-to-learn Level 4</b>   | <b>Learning-how-to-learn Level 5</b>  | <b>Learning-how-to-learn Level 6</b>   |
| <ul style="list-style-type: none"> <li>watch carefully what others are doing and copy actions in activities, e.g. in songs, library time, lining up at canteen</li> <li>strive to connect what they see and hear with what they know in home language and use home language words</li> <li>echo words heard occasionally</li> <li>rely on gestures, visual support and other home language speakers to communicate</li> </ul> | <ul style="list-style-type: none"> <li>expect others to interpret own gestures and words</li> <li>use non-verbal strategies to elicit support from the listener, e.g. gestures, mime, eye contact</li> <li>use home language speakers to provide key English words, clarification and translation</li> <li>echo words and phrases and sometimes imitate others in both word and sound production</li> <li>repeat particular SAE words not knowing the meaning but liking the way they 'sound', e.g. gluestick</li> <li>watch mouth shapes and attempt to copy unfamiliar SAE sounds modelled by a teacher</li> <li>silently process thoughts in home language before uttering key SAE words to communicate</li> <li>may still be silent for long periods while acquiring language</li> </ul> | <ul style="list-style-type: none"> <li>rely on SAE speakers to support and interpret their utterances</li> <li>practise and repeat words, sounds, phrases/short sentences</li> <li>ask for SAE words from bilingual speakers in home language</li> <li>ask for clarification in home language</li> <li>ask SAE speakers to fill in words needed through gestures/pictures</li> <li>imitate or borrow words and conversational fillers from other speakers, with limited understanding</li> <li>need wait time to process their thoughts before responding</li> <li>older students repeat or re-pronounce words after recognising non-comprehension by a listener</li> </ul> | <ul style="list-style-type: none"> <li>may rely on an attentive SAE-speaking interlocutor who is prepared to fill in gaps and predict meaning</li> <li>segment the sounds in longer words to clarify their speech</li> <li>practises correct pronunciation, e.g. using minimal pairs, exaggerating movements of the mouth</li> <li>ask for SAE words from the teacher when stuck</li> <li>memorise new words by repeating them to self</li> <li>borrow key words from previous speaker</li> <li>imitate and practise stress and intonation patterns</li> <li>mimic body language and facial expressions</li> <li>use familiar repetitive patterns from stories, songs, rhymes, media</li> <li>rely on wait time to process from home language to SAE</li> <li>utilise home language bilingual speakers for translation and clarification</li> </ul>  | <ul style="list-style-type: none"> <li>repeat or re-pronounce words after recognising non-comprehension by the listener</li> <li>participate with peers (in home language and in SAE) in supported small-group tasks</li> <li>self-correct when aware they have made an error expressing themselves, e.g. correcting 'she's hat' to 'her hat'</li> <li>initiate social interactions in SAE with others in order to practise</li> <li>repeat words/sentences or imitate the language rhythms/intonation of SAE speaker</li> <li>use well-rehearsed common sentence pattern</li> <li>ask the teacher for help in how to use SAE</li> <li>use learnt oral and reading vocabulary</li> <li>practise pronunciation, including word stress and phrasing to improve oral fluency</li> <li>sometimes interpret SAE to other common home language speakers</li> <li>combine known patterns and vocabulary to make original utterances</li> <li>continue to need wait time to process their thoughts before responding</li> <li>continue to utilise home language bilingual speakers for translation and clarification</li> </ul> | <ul style="list-style-type: none"> <li>rephrase SAE to make their meaning clear</li> <li>paraphrase what they have heard to check understanding</li> <li>plan what to say and how to say it</li> <li>interpret SAE to other home language speakers</li> <li>use language from new experiences, oral and written sources</li> <li>practise using academic language that has been taught, e.g. by participating in role plays and drama activities</li> <li>use an SAE dictionary or thesaurus to enhance vocabulary choices</li> <li>practise patterns and pronunciation of unfamiliar words and phrases</li> <li>benefit from home language support</li> </ul>   | <ul style="list-style-type: none"> <li>monitor own language and self-correct</li> <li>talk around a topic to compensate when vocabulary is not known</li> <li>interpret SAE to other home language speakers</li> <li>rehearse presentations to enhance fluency and accuracy</li> <li>continue to practise producing difficult sounds accurately, such as consonant clusters to signify plurals/tense markers, e.g. desks, asks, statistics</li> <li>seek support and incorporate teacher advice in using SAE cultural references in activities</li> <li>continue to benefit from home language support</li> </ul> | <ul style="list-style-type: none"> <li>rephrase to avoid difficult structures</li> <li>prepare notes, outlines and visuals to assist presentation of a talk</li> <li>evaluate own communication against given criteria</li> <li>seek and accept advice on strengths and weaknesses to create language learning plan</li> <li>identify and practise ways to communicate effectively with a range of people from different groups</li> <li>request or accept opinions from others</li> <li>continue to benefit from home language support</li> </ul> |

# NT EAL/D Learning Progression; Reading and Viewing – Years 3 to 6 – Version 1.0

In Reading and Viewing, all students learning English as an additional language/dialect benefit from explanations of SAE cultural references they read and view, that 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   | Level 5 Reading Proficiency statement   | Level 6 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>Students 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 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 <b>predictable</b> and <b>decodable</b> 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 <b>moderately complex</b> 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 complex 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>Students at L5 read and view with understanding a range of moderately complex texts on familiar and unfamiliar topics. They read for a range of purposes across the learning areas.</p> <p>Students use knowledge of SAE text types to select relevant texts for their reading and viewing purposes. They make justifiable interpretations beyond a literal level but may need support in making inferences requiring cultural and real-world knowledge.</p> <p>Students cue into key organisational and moderately complex language structures and features, interpreting longer noun groups and technical and unfamiliar vocabulary.</p> <p>Students competently monitor their reading, such as asking for guidance and re-stating content, to deepen their reading and viewing comprehension. They will continue to benefit from home language support.</p> | <p>Students at L6 confidently read and view a range of lengthy, moderately complex texts. They utilise age-appropriate, critical reading skills to interpret and analyse information and ideas from within and across diverse SAE texts.</p> <p>Students identify and discuss the author's/director's stance and make inferences using contextual evidence.</p> <p>Students use moderately complex SAE organisation and language features to interpret lexically dense texts.</p> <p>Students effectively monitor their reading and select strategies suited to the text and task. They continue to seek clarification on complex SAE language features, literary devices and cultural perspectives.</p> |
| <b>Communication Beginning Level 1</b>   | <b>Communication Beginning Level 2</b>  | <b>Communication Beginning Level 3</b>  | <b>Communication Level 1</b>   | <b>Communication Level 2</b>   | <b>Communication Level 3</b>   | <b>Communication Level 4</b>  | <b>Communication Level 5</b>  | <b>Communication Level 6</b>   |
| <ul style="list-style-type: none"> <li>respond to a simple story read aloud and supported by illustrations, intonation and repetition</li> <li>attempt to follow gist of film or television through interpreting body language and action seen on screen</li> <li>show interest in books, focussing on illustrations</li> <li>gain information from illustrations</li> <li>recognise own name in print</li> <li>recognise some common symbols/graphics, e.g. MacDonald's sign, toilet sign</li> </ul>  | <ul style="list-style-type: none"> <li>show personal response to the text through non-verbal communication, e.g. show dislike of a character or make known their excitement or interest</li> <li>participate in shared reading activities</li> <li>join in and complete activities around a class text such as in drama, drawing and painting, with support</li> <li>memorise and echo short, learnt, repetitive texts, e.g. join in songs and rhymes</li> <li>sequence a story by arranging pictures in order, with support</li> <li>recognise high-frequency, familiar visual texts, e.g. classroom schedules, behaviour and mood charts</li> </ul> | <ul style="list-style-type: none"> <li>begin to read short, simple and decodable texts, with targeted support</li> <li>show interest in gaining and sharing meaning from print and pictures</li> <li>show comprehension of well-known texts through performing actions, drawing pictures or correctly sequencing and arranging pictures about the text</li> <li>re-read a familiar text that has been read in class, with support</li> <li>answer literal questions through recalling information about the text</li> <li>respond appropriately to written directions, e.g. sign saying wash your hands, turn off the lights</li> </ul>   | <ul style="list-style-type: none"> <li>attend to texts read aloud, following the print and understanding some of the main ideas</li> <li>interpret texts at a literal level</li> <li>obtain simple information from texts with assistance, e.g. answering 'What's this text about?' or 'What happened?'</li> <li>respond personally to text they read, e.g. laughter, surprise</li> <li>describe characters in a story</li> <li>read and follow steps in a simple procedure</li> <li>with support, follow task prompts, e.g. draw, write, add</li> <li>sequence jumbled simple sentences from known texts,</li> </ul>  | <ul style="list-style-type: none"> <li>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, and levelled readers</li> <li>are beginning to learn from what they read, e.g. recall information,</li> <li>locates details in familiar texts, with assistance</li> <li>show simple responses to characters, e.g. 'I like that character because ...'</li> <li>show understanding of text, e.g. matches sentences/captions to illustrations, answers questions, retells with support, completes literal</li> </ul>                      | <ul style="list-style-type: none"> <li>read and view a range of predictable SAE texts connected to classroom learning, e.g. reports, procedures, biographies, historical narratives, explanations</li> <li>make connections between ideas and information when they are stated directly and occur close together, e.g. link cause and effect, with support</li> <li>extract information from an unfamiliar text, e.g. main idea and some details</li> <li>identify new information gained from reading a text</li> <li>distinguish between fact and opinion</li> <li>identify and arrange a sequence of events in</li> </ul>   | <ul style="list-style-type: none"> <li>read and respond to a range of some moderately complex texts for information or enjoyment</li> <li>retell and answer questions using identified literal and inferred information</li> <li>express opinions about texts they read or view with some explanation</li> <li>make connections between ideas and information in a text</li> <li>distinguish between the main idea and supporting detail</li> <li>identify the sequence of ideas/information in text/illustrations</li> <li>identify cause and effect</li> <li>follow a sequence of written instructions</li> </ul> | <ul style="list-style-type: none"> <li>read and view with understanding a range of moderately complex texts, including those outside of their personal experience, for a range of purposes, e.g. current issues reported in the newspaper/web, literature, informative and technical texts, social media</li> <li>participate in discussions to interpret texts, giving their own opinion and comparing it with those of others</li> <li>start to read analytical texts that explain and explore themes in other texts</li> <li>process some information from moderately complex texts, e.g. recall, organise and summarise the main ideas</li> </ul>   | <ul style="list-style-type: none"> <li>read a range of lengthy moderately complex texts intensively for a range of purposes</li> <li>read subject-specific texts independently and contribute to class/group discussion of texts</li> <li>identify the main and supporting points in a variety of texts for note-taking and retelling</li> <li>make connections between ideas and information in a lengthy text and draw conclusions</li> <li>give their own opinion of a text and consider the opinions of others</li> <li>discuss a story's characters, motivations, mood and setting</li> </ul>   |

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|---|--|--|--|--|---|--|--|---|
|   | <ul style="list-style-type: none"> <li>recognise some high-frequency SAE printed words, environmental print, signs, letters, numbers</li> </ul>  | <ul style="list-style-type: none"> <li>recognise and respond to high-frequency written cues, e.g. school signs, directions, labels</li> <li>read aloud at a slow pace using initial sounds and pictures to guess at words or repeats remembered phrases</li> </ul>   | <p>e.g. looking for 'once upon a time', 'yesterday ...'</p> <ul style="list-style-type: none"> <li>read aloud in a slow stop/start pace as they decode the sounds in words</li> </ul>  | <p>cloze exercises, predicts outcome of plot, with support</p> <ul style="list-style-type: none"> <li>recall sequence of a story, process or a series of events, e.g. rearranges parts of texts/illustrations in sequence</li> <li>read aloud at a word-by-word pace with a growing awareness of sentence structure</li> </ul>   | <p>stories, recounts and other texts</p> <ul style="list-style-type: none"> <li>express opinions about characters and events in texts they read or view</li> <li>read and retell ideas from well-known texts or a text on a familiar topic or experience</li> <li>read aloud at a smoother pace using knowledge of sentence structure</li> <li>use appropriate intonation when reading statements, questions and dialogue</li> </ul>  | <ul style="list-style-type: none"> <li>read aloud fluently through scanning ahead to anticipate punctuation and shifts in stress</li> </ul>  | <ul style="list-style-type: none"> <li>draw conclusions and make choices and decisions based on information and data from more than one source</li> <li>extract and manipulate key relevant ideas and information from a text for problem solving, e.g. maths problems, interpretive role play, creating projects, transfers information from print to charts or diagrams</li> <li>engage with multiple electronic sites/posts on the same topic to evaluate and construct their own meaning from what they read</li> <li>read aloud fluently with expression and awareness of the listeners</li> </ul>  | <ul style="list-style-type: none"> <li>order the events, ideas and information in texts to facilitate analysis</li> <li>select and analyse information from texts</li> <li>hypothesise about authors' ideas, events and characters, drawing on information from the text</li> <li>compare and make judgments about different texts, e.g. on the same topic, by the same author</li> <li>use their own ideas to expand on information gathered, acknowledging sources</li> </ul>   |
| <b>Socio-cultural understandings Beginning Level 1</b>  | <b>Socio-cultural understandings Beginning Level 2</b>   | <b>Socio-cultural understandings Beginning Level 3</b>   | <b>Socio-cultural understandings Level 1</b>   | <b>Socio-cultural understandings Level 2</b>   | <b>Socio-cultural understandings Level 3</b>  | <b>Socio-cultural understandings Level 4</b>   | <b>Socio-cultural understandings Level 5</b>   | <b>Socio-cultural understandings Level 6</b>  |
| <ul style="list-style-type: none"> <li>shows responses to stories by reacting to the content</li> <li>depending on age, understand to sit, look and listen while texts are viewed</li> <li>treat printed material with respect</li> <li>use their home language to describe a visual image</li> </ul> | <ul style="list-style-type: none"> <li>show awareness that print has a consistent message, 'read' back class-negotiated texts the same way each time</li> <li>show awareness that visual images support the text</li> <li>need scaffolding to interpret images that are culturally specific or unfamiliar to them</li> <li>eyes move left to right when 'reading'</li> </ul> | <ul style="list-style-type: none"> <li>have some understanding of the purposes of reading, e.g. for enjoyment, for information</li> <li>indicate some understanding that informative and imaginative texts are different</li> <li>relate own experience to text references in SAE</li> <li>identify classroom text resources for different purposes, e.g. songs, recipes, class rules</li> </ul> | <ul style="list-style-type: none"> <li>successfully identify informative and imaginative texts</li> <li>talk about/indicate that we read for different purposes, e.g. for enjoyment or information</li> <li>connect SAE texts with knowledge of stories in their home language, e.g. ghosts, cooking</li> <li>develop understanding of cultural references in English language texts, with support, e.g. a tree with wrapped boxes under it</li> </ul> | <ul style="list-style-type: none"> <li>recognise different origins of stories, e.g. some stories are made up and some stories are passed down from a long time ago</li> <li>begin to understand that informative texts and narratives were written by authors</li> <li>begin to understand that fictional stories on film are played by actors</li> <li>have a developing knowledge of how purpose and audience shape a text</li> <li>identify some differences between informative and imaginative texts through layout and topic</li> <li>identify some unfamiliar cultural references</li> <li>recognise differences between SAE language texts and texts in home languages that use the same script</li> <li>learn that their opinions of texts are encouraged in SAE learning contexts</li> <li>use appropriate SAE intonation when reading statements, questions and dialogue</li> </ul> | <ul style="list-style-type: none"> <li>recognise and understand the author's purpose and intended audience of a greater range of text types, e.g. persuasive, procedure, report, argument</li> <li>understand that the attitudes and behaviours actors depict are not their own and that events shown are staged</li> <li>understand some cultural content and attitudes in texts, with support, e.g. farm life, historical settings, family and friendship, scientific knowledge</li> <li>infer understandings of characters' behaviour and feelings in the text, with support</li> <li>make some inferences based on their prior knowledge</li> <li>use appropriate SAE word stress and intonation when reading</li> <li>benefit from the use of home language with peers and older home-language speakers</li> </ul> | <ul style="list-style-type: none"> <li>identify text purposes and writer's implied stance, e.g. use of words with a negative/positive connotation instead of neutral words</li> <li>may need support in making inferences requiring cultural and real-world knowledge</li> <li>show awareness that all texts are produced by writers, who intentionally select information, images and words to achieve a desired effect</li> <li>understand that photos and videos of 'real' things can represent fictitious ideas and stories</li> <li>respond to different cultural attitudes and practices, e.g. start to ask questions and make comparisons about attitudes expressed in texts</li> <li>identify unfamiliar cultural references and ask for meaning</li> <li>identify types of writing across cultures, e.g. folk stories</li> <li>infer feelings of characters in the text by responding to mood, emotions and author's language choices</li> <li>explain simple imagery, some similes and metaphors, e.g. 'as strong as an ox'</li> <li>are aware of idioms, e.g. 'you could knock me down with a feather'</li> </ul> | <ul style="list-style-type: none"> <li>identify writer's stance or bias in arguments, informative texts and narratives</li> <li>identify text purpose and key aspects of some text types, e.g. narrative theme, plot and resolution</li> <li>identify some cultural/literary perspectives in texts, e.g. use of storyteller's voice, first/third person</li> <li>identify cultural, social and literary stereotypes, e.g. racism, sexism</li> <li>draw inferences from texts, such as following an author's implication, guessing information from clues supplied and understanding subtly nuanced vocabulary, e.g. talk about emotions and the motivation of characters in narratives, why lions leave their hunting ground</li> <li>describe how shades of meaning are expressed through choice of synonyms, e.g. <i>strolled</i>, <i>walked</i></li> <li>have an increasing understanding of common English idioms, e.g. 'skating on thin ice'</li> </ul> | <ul style="list-style-type: none"> <li>understand that different authors create different text types with the same facts for different purposes and audiences, where they include/omit/re-order facts and images to suit their stance, e.g. <i>Gladiator</i> the film and factual histories, opinion pieces and factual news reports</li> <li>distinguish between fact and opinion in moderately complex reading and viewing texts</li> <li>engage with multiple websites/posts on the same topic to evaluate the writer's stance and choice of online forum</li> <li>identify and discuss purposes of and social attitudes towards text types, e.g. traditional stories vs 'myths', biographies</li> <li>reference clues in texts to analyse and evaluate arguments and interpret the author's assumptions, beliefs or theories</li> <li>identify and discuss formal and informal styles and registers</li> <li>identify and understand some humour and imagery, e.g. metaphors and similes, personification</li> <li>demonstrate understanding of widely used idioms, e.g. 'having a seat at the table', 'put your cards on the table'</li> <li>read and view online texts with awareness that they may not be true, and people may not be who they say they are</li> <li>read analytical texts that develop understandings of themes in other texts</li> </ul> |



| Language structures and features<br>Beginning Level 1  | Language structures and features<br>Beginning Level 2  | Language structures and features<br>Beginning Level 3   | Language structures and features<br>Level 1   | Language structures and features<br>Level 2   | Language structures and features<br>Level 3   | Language structures and features<br>Level 4  | Language structures and features<br>Level 5   | Language structures and features<br>Level 6   |
|--|--|---|---|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>identify start and end of book</li> <li>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</li> </ul>  | <ul style="list-style-type: none"> <li>show awareness of print conventions, e.g. left/right, word spacing and return sweep</li> <li>recognise the difference between letters and numbers</li> <li>differentiate between home language print and English print</li> <li>identify a few SAE letters</li> <li>link some letters to SAE sounds</li> <li>recognise some simple common text features, e.g. common phrases or expressions, such as 'On the weekend', 'Once upon a time'</li> <li>are developing 1:1 correspondence, matching spoken and written words</li> <li>identify short-sounding words and long-sounding words, e.g. <i>man</i>, <i>elephant</i></li> <li>chunk SAE words into syllables</li> </ul> | <ul style="list-style-type: none"> <li>read from left to right, top to bottom</li> <li>recognise some high-frequency and familiar content words, including common question words, e.g. <i>what</i>, <i>who</i>, <i>did</i>, <i>can</i></li> <li>continue to develop correct pronunciation of phonemes in SAE when reading aloud</li> <li>can sound-out CVC words including consonant digraphs, e.g. <i>cat</i>, <i>shop</i>, <i>sing</i></li> <li>use some SAE sound/symbol relationships, e.g. single letters, know the letter name, know the letter sound</li> <li>indicate an awareness of the purpose of some print features, e.g. in punctuation, pauses at a full stop</li> <li>begin to talk about print features such as full stop, capital letter, question mark, words with various font size and styles, and shapes, speech/thought bubbles</li> </ul> | <ul style="list-style-type: none"> <li>independently read some simple structured texts with visual support</li> <li>read texts with simple and compound sentences with subject-verb-object word order</li> <li>recognise many high-frequency words</li> <li>use knowledge of functional vocabulary related to classroom tasks, learning areas and personal experiences to comprehend simple texts</li> <li>understand some basic prepositional and noun phrases, e.g. 'in the dam', 'a big fish'</li> <li>beginning to understand contractions</li> <li>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>br</i>, <i>sl</i>, <i>st</i>, <i>nk</i>, <i>mp</i>, <i>ts</i></li> <li>use developing skills of graphophonics to decode unknown words in printed and electronic texts</li> <li>recognise and use some print features such as bold font</li> <li>use developing metalinguistic knowledge, e.g. <i>sentence/s</i>, <i>beginning</i>, <i>ending</i> to talk about texts</li> </ul> | <ul style="list-style-type: none"> <li>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'</li> <li>read with comprehensible pronunciation but may overgeneralise the pronunciation of past tense <i>_ed</i> or drop endings</li> <li>identify sentences and paragraphs</li> <li>follow pronoun referencing within and across sentences</li> <li>identify headings and blocks of text on screen in electronic texts</li> <li>use some SAE reading terminology, e.g. title, headings, paragraph, page</li> <li>understand adverbs of when and how, e.g. <i>after</i>, <i>slowly</i></li> <li>use sight vocabulary that includes modal verbs and interest words from specific learning contexts</li> <li>recognise common suffixes and use these to construct meaning, e.g. <i>_ed</i> for past tense of regular verbs</li> <li>expand knowledge of sound-symbol relationships and spelling patterns, which include vowels, e.g. 'magic e', <i>igh</i>, <i>air</i>, and double-letter consonants</li> <li>use simple punctuation to help them understand and read text more fluently, e.g. full stop, capital letters, question marks, speech marks</li> </ul> | <ul style="list-style-type: none"> <li>read texts that contain compound and basic complex sentences, such as 'If we caught a fish, we would eat it'</li> <li>follow some referencing in a text, e.g. pronouns and lexical links in the form of synonyms</li> <li>begin to understand the reason for paragraphs and their structure, with support</li> <li>follow simple time sequencing and recognise some text connectives across and within paragraphs, e.g. <i>after</i>, <i>before</i>, <i>finally</i></li> <li>recognise that texts have structure, including orientation, complication, resolutions, stance, opinions, conclusion</li> <li>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</li> <li>use visual and textual features to interpret meaning, e.g. legend/key in a map</li> <li>read modal verbs, e.g. <i>can/could</i>, <i>will/would</i> with some understanding</li> <li>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></li> <li>use morphemes to identify word meaning, e.g. <i>big</i> in <i>bigger</i> and <i>biggest</i></li> <li>beginning to pause at commas for emphasis and pacing</li> <li>read common abbreviations, e.g. <i>Ms.</i>, <i>1st</i>, <i>NT</i>, <i>Aust</i>, etc.</li> </ul> | <ul style="list-style-type: none"> <li>read texts containing embedded and/or relative clauses, e.g. 'The old man, who lived alone, was looking out the window'</li> <li>read texts with some long noun groups, e.g. 'The largest planet so far discovered was ...'</li> <li>use common signposting devices such as headings, subheadings, paragraphs, topic sentences and links to navigate texts</li> <li>begin to understand that English spelling is derived from many different languages</li> <li>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></li> <li>beginning to understand phrasal verbs when they occur close together, e.g. <i>take away</i>, 'What do you want to leave with?'</li> <li>use punctuation separating clauses within a sentence to vary emphasis when reading aloud</li> <li>segment and blend syllables of unfamiliar long words</li> <li>interpret clearly labelled captioned illustrations</li> </ul> | <ul style="list-style-type: none"> <li>read and understand texts with varied sentence beginnings, including longer adverbial phrases or noun groups</li> <li>read and understand sentences containing complex noun groups, e.g. 'The sight of the crocodiles at the wildlife park thrilled the children' or 'Scientists are very concerned about the rise in the level of CO<sub>2</sub> in the atmosphere'</li> <li>identify text structures of a range of moderately complex texts, including analytical texts, scientific reports and narratives with multiple storylines</li> <li>use growing knowledge of word origins (etymology) to interpret unfamiliar words</li> <li>identify the theme in complex sentences, with support</li> <li>identify the way language functions are expressed within more moderately complex texts, e.g. cause/effect, comparison/contrast, lengthy descriptive phrases</li> <li>attempt new technical and discipline-specific vocabulary</li> <li>identify words with general and some unfamiliar specialised meanings, such as words with multiple meanings and homonyms, e.g. <i>table</i>, <i>post</i>, <i>bark</i>, <i>film</i></li> <li>identify stylistic features of texts for special use and effects, e.g. use of italics for quotes and scientific names and emphasis</li> </ul> | <ul style="list-style-type: none"> <li>read and understand text that contains complex language, such as embedded clauses, long noun groups, e.g. 'The impact of ambition and hunger for power on a man causes ...' and long verb groups, e.g. 'If she had not been angry with her mum as well, it would have been too dreadful.'</li> <li>comprehend words expressing degrees of probability, e.g. 'If the temperature rises, the polar caps may melt, resulting in ...'</li> <li>comprehend passive voice sentence order and can identify agent, action and consequence, e.g. 'it was dropped', 'it got broken'</li> <li>interpret a variety of texts that contain unfamiliar vocabulary from different languages, e.g. <i>zeitgeist</i>, <i>déjà vu</i></li> <li>identify and track cohesive phrases within more moderately complex texts, e.g. 'For these reasons, the following processes...'</li> <li>unpack concepts expressed in lexically dense texts, e.g. 'Increasing urbanisation affects the environment'</li> <li>find information through indexes and tables of contents</li> <li>explore unfamiliar conventions, e.g. footnotes, ellipsis [...] in quoted source materials or documents</li> </ul> |
| Learning-how-to-learn<br>Beginning Level 1   | Learning-how-to-learn<br>Beginning Level 2   | Learning-how-to-learn<br>Beginning Level 3  | Learning-how-to-learn<br>Level 1  | Learning-how-to-learn<br>Level 2  | Learning-how-to-learn<br>Level 3  | Learning-how-to-learn<br>Level 4   | Learning-how-to-learn<br>Level 5  | Learning-how-to-learn<br>Level 6  |
| <ul style="list-style-type: none"> <li>rely heavily on contextual visual cues/home language translation to gain meaning</li> <li>follow the teacher pointing from left to right</li> <li>show reading-like behaviour, e.g. look at book in own time, role-play reading and retell a story</li> <li>repeat/choral key words and phrases with group in oral reading</li> </ul> | <ul style="list-style-type: none"> <li>use visual cues and home language translation for understanding</li> <li>copy intonation of teacher in oral reading</li> <li>memorise chunks when 'reading' out loud</li> <li>may follow text with finger when being read to</li> <li>beginning to remember rhymes and alliteration as they 'read' familiar and predictable texts</li> <li>may have beginning awareness of information and communication technologies (ICT) and their use in learning in a school</li> </ul>  | <ul style="list-style-type: none"> <li>rely on home language speakers to explain new vocabulary and concepts</li> <li>rely on visual and contextual cues to confirm meaning</li> <li>follow along with and chorus with other students, repeat chunks of text in shared reading</li> <li>follow along with teacher reading</li> <li>focusses on text, e.g. pointing with finger or ruler to read along a line</li> <li>use limited letter and initial sound knowledge to recognise/guess at unfamiliar words</li> <li>attempt to sound out longer words in an effort to decode</li> <li>select books for own reading</li> </ul>  | <ul style="list-style-type: none"> <li>read along with the teacher (or slightly behind) using the teacher's intonation and phrasing and use memory and picture cues to reread familiar texts such as rhymes and repetitive texts</li> <li>guess words from initial letter, length and shape</li> <li>use graphophonic knowledge to attempt pronouncing new words</li> <li>draw on illustrations accompanying the text to confirm meaning</li> <li>ask for the meaning of unknown words</li> <li>access first-language speakers and, with support, a bilingual or picture dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>rely on key words for understanding</li> <li>use dictionary, class word lists and bilingual resources as support</li> <li>use knowledge of word parts and graphophonic cues, e.g. shape of word, suffixes, core meaning, illustrations to predict and confirm meaning</li> <li>use developing knowledge of word order and sentence structures to predict and confirm meaning during reading</li> <li>predicts and infer what comes next, using contextual support</li> <li>rely on teacher's reading and interpretation of texts as a</li> </ul>   | <ul style="list-style-type: none"> <li>bring previous cultural and linguistic experiences to the task of reading, in order to make sense of print</li> <li>clarifies when meaning breaks down by pausing, reading on and re-reading</li> <li>use knowledge of grammar to decode complex sentences</li> <li>apply knowledge of base words and some prefixes and suffixes to work out meaning of words</li> <li>segment/blend letter clusters to read unknown words</li> <li>use visual support to interpret meaning, e.g. charts, diagrams, graphs and pictures</li> </ul>   | <ul style="list-style-type: none"> <li>continue to draw on home language support to clarify understandings</li> <li>use known vocabulary, word forms and context to infer the meaning of unknown words</li> <li>read on when encountering unfamiliar words (may make a note to return to the word)</li> <li>use the topic sentences, when skimming, to identify the main idea of a paragraph</li> <li>attempt to record notes from reading into graphic organisers</li> <li>interpret diagrams, maps and illustrations to understand concepts expressed in the text</li> </ul>   | <ul style="list-style-type: none"> <li>confirm understanding by re-reading/restating content</li> <li>use an SAE dictionary/thesaurus to understand multiple meanings and nuance</li> <li>use knowledge of grammatical structures to decode complex sentences</li> <li>formulates questions to identify information in a text</li> <li>record new vocabulary from texts for later personal use</li> <li>unpack figurative language to aid understanding</li> <li>ask teachers for guidance</li> <li>benefit from home language support</li> <li>continue to seek clarification on complex SAE language</li> </ul>   | <ul style="list-style-type: none"> <li>assess their own information needs and purposes to identify suitable sources</li> <li>browse shelves/websites to select suitable texts</li> <li>skim and scan indexes, topic sentences, paragraphs, web pages and chapters to find specific information</li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>begin to re-read if unsure</li> </ul> | <ul style="list-style-type: none"> <li>transfer their knowledge of home language literacy to learning to read texts in SAE</li> <li>start to chunk syllables to aid reading of longer words, with support</li> <li>begin to re-read and self-correct with support</li> <li>accurately read back their own writing</li> <li>older students may repeat a newly read and understood word to help them to remember it</li> </ul> | <p>model for their own response and understanding</p> <ul style="list-style-type: none"> <li>re-read familiar, self-chosen texts to increase accuracy and fluency and to enhance understanding</li> <li>imitate pronunciation, intonation, rhythm and stress to assist reading for meaning</li> <li>use first language, culture and experiences, when given the opportunity, to compare and contrast text types and meanings and thus enhance their comprehension and cognitive abilities in both languages</li> </ul> | <ul style="list-style-type: none"> <li>beginning to scan ahead, as reading, to gain context within a sentence, e.g. 'The cat leapt ... because the dog barked'</li> <li>use simple SAE dictionaries to check meanings, with support</li> <li>locate some information from digital sources, with support, e.g. use search box, page links</li> </ul> | <ul style="list-style-type: none"> <li>use an SAE dictionary to check pronunciation, word type and meanings of unknown words, with support</li> <li>may need more time for reading in timed assessment tasks to process understanding</li> </ul> | <p>features, literary devices and cultural references</p> |  |
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# NT EAL/D Learning Progression; Writing – Years 3 to 6 – Version 1.0

All students learning English as an additional language/dialect benefit from opportunities to discuss new concepts in their home language before writing in Standard Australian English (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 EA/LD learning progression**

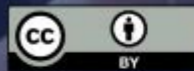
| Beginning  |  | Emerging   |   | Developing   |   |  | Consolidating   |  |
|--|--|--|---|--|---|--|---|--|
| Beginning Level 1 Writing Proficiency statement  | Beginning Level 2 Writing Proficiency statement  | Beginning Level 3 Writing Proficiency statement  | Level 1 Writing Proficiency statement   | Level 2 Writing Proficiency statement  | Level 3 Writing Proficiency statement   | Level 4 Writing Proficiency statement  | Level 5 Writing Proficiency statement   | Level 6 Writing Proficiency statement  |
| <p>Students at BL1 are new to the concept of writing in SAE. They use pictures and attempt '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>They 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>They 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>They 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>Students at L5 write moderately complex SAE texts with ideas drawn from different sources for personal, creative and informational purposes across the curriculum.</p> <p>They adjust their writing to suit context, purpose and audience, applying knowledge of register and SAE socio-cultural contexts, with support.</p> <p>Students write coherent texts, with flexibility and increasing control over key organisational and language features. They use subject-specific vocabulary and figurative language.</p> <p>Students plan and edit their writing to improve its range of audience and perspective, coherence and expression.</p>                            | <p>Students at L6 competently write and adapt most SAE text types, including moderately complex texts, relevant to their age and stage of schooling.</p> <p>They use appropriate register, with control and independence. They need support with subtle socio-cultural references.</p> <p>Students write coherent texts demonstrating a wide range of SAE structural features for linking ideas. They use complex cohesive language structures and specialised vocabulary, with increasing control and independence.</p> <p>Students plan, revise and refine their writing after feedback and self-reflection to enhance its message and impact, with support.</p>   |
| <b>Communication Beginning Level 1</b>   | <b>Communication Beginning Level 2</b>   | <b>Communication Beginning Level 3</b>   | <b>Communication Level 1</b>  | <b>Communication Level 2</b>   | <b>Communication Level 3</b>  | <b>Communication Level 4</b>   | <b>Communication Level 5</b>  | <b>Communication Level 6</b>   |
| <ul style="list-style-type: none"> <li>respond to teacher questions about meanings of drawings/writing, e.g. with a nod, one word or a sentence depending on level of SAE oral proficiency</li> <li>use drawings to relate events, experiences and stories</li> <li>make comments about their drawings</li> <li>assign their own meaning to symbols/words copied</li> </ul>  | <ul style="list-style-type: none"> <li>participate in class shared writing with isolated, random words or <i>yes/no</i></li> <li>share experiences, likes and dislikes, etc. by completing sentence starters using familiar language, e.g. 'Yesterday we went to ...', 'I like ...'</li> <li>draw pictures in a sequence to tell or retell simple stories or a sequence of actions</li> <li>share events and experiences through attempt at own writing</li> <li>write own name</li> <li>label drawings, with support</li> </ul> | <ul style="list-style-type: none"> <li>write texts incorporating common spoken and written phrases, with support</li> <li>create simple texts describing self and family</li> <li>recount a familiar story, with scaffolded support, and repetitive sentences</li> <li>recount personal experiences based on modelled texts</li> <li>contribute words and initial letters to class shared text writing</li> <li>initiate own writing of single words, e.g. labels</li> </ul> | <ul style="list-style-type: none"> <li>independently construct sentences and short texts using modelled texts and environmental print</li> <li>write short, simple procedures based on modelled texts</li> <li>create simple informative texts with descriptions based on modelled texts</li> <li>contribute learned expressions and vocabulary to class shared writing</li> <li>retell/write a familiar story or event, with scaffolding support</li> <li>continue to use formulaic expressions when writing</li> </ul>            | <ul style="list-style-type: none"> <li>write short texts on familiar topics for different purposes and learning areas, with modelled support, e.g. recount, procedures, narratives, descriptions, reports, emails</li> <li>contribute ideas, understandings and learnt vocabulary to class shared writing</li> <li>write texts that convey a few ideas in a simple, logical sequence</li> <li>create simple poetic texts through modifying existing poems with repetitive patterns</li> <li>convey information about place and time of events/characters using learned words and phrases, e.g. 'When we heated the ice, it melted'</li> <li>record and present information using a range of simple text formats, e.g. charts, diagrams, posters</li> </ul> | <ul style="list-style-type: none"> <li>write a variety of texts with integrated ideas and information, and some elaboration</li> <li>write simple creative texts, e.g. narrative, poetry</li> <li>provide information through reports and descriptions, based on modelled language and learning experiences</li> <li>start to convey background information to aid a reader's understanding, e.g. setting a context such as 'My school has 50 students ...'</li> <li>express opinions and points of view and persuades through writing, with support</li> <li>can change a text type, such as a report, to a different text type, such as a narrative, using the same content, e.g. a report on pigs into a narrative about pigs</li> </ul> | <ul style="list-style-type: none"> <li>write a range of texts across the curriculum, incorporating learnt ideas on various topics, with support</li> <li>communicate through writing for a variety of purposes, e.g. personal and creative expression, opinions and information</li> <li>gather, plan and sequence information for specific text type, e.g. summary, report, explanation, biography, formal email, online commentary</li> <li>write elaborated and integrated ideas relevant to task and topic</li> </ul>                      | <ul style="list-style-type: none"> <li>create texts incorporating language and ideas drawn from learning activities</li> <li>write reports by summarising or paraphrasing information from two or three resources</li> <li>write moderately complex arguments and discussions across the curriculum, providing background and evaluative summary, with support</li> <li>use own writing for personal reflection across learning areas</li> <li>write from the viewpoint of a designated character in the text</li> <li>create dramatic texts using dialogue</li> <li>attempt to maintain an appropriate balance between main ideas and supporting details in texts</li> </ul> | <ul style="list-style-type: none"> <li>write extended texts, including moderately complex texts, on a range of topics using well-known fictional and non-fictional text types, e.g. explanations of processes, narratives, argumentative texts, discussions of issues, essays, poetry, drama scripts</li> <li>incorporate language and ideas drawn from a range of sources</li> <li>make reference to supporting evidence from different sources in texts</li> <li>present similar content in different ways/forms, e.g. compares sports in a factual report and a discussion</li> <li>are aware that they can manipulate sentence length to alter the intensity of their message, e.g. short and sharp for speed, long and descriptive for languid</li> </ul> |

| Socio-cultural understandings<br>Beginning Level 1   | Socio-cultural understandings<br>Beginning Level 2  | Socio-cultural understandings<br>Beginning Level 3  | Socio-cultural understandings<br>Level 1  | Socio-cultural understandings<br>Level 2  | Socio-cultural understandings<br>Level 3   | Socio-cultural understandings<br>Level 4  | Socio-cultural understandings<br>Level 5  | Socio-cultural understandings<br>Level 6  |
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| <ul style="list-style-type: none"> <li>have inconsistent interpretations of their own 'writing' attempts</li> <li>show awareness of the difference between pictures, symbols and words</li> <li>are aware that speech can be written down</li> </ul>   | <ul style="list-style-type: none"> <li>demonstrate that print has a consistent message, e.g. read their own writing the same way each time</li> <li>recognise that writing is directed at a reader, e.g. when class writes farewell cards, birthday cards, thank you letters</li> </ul>   | <ul style="list-style-type: none"> <li>write simple text types appropriate to purpose and audience, with modelling, e.g. description, recount, simple procedure</li> <li>show awareness that writing is used for different purposes, e.g. class rules and rosters, timetables, songs, captions for illustrations, day and dates</li> <li>use illustrations to support simple narrative or recount sentences</li> <li>write text the way they speak</li> <li>recognise that first language messages can be written in SAE</li> </ul>   | <ul style="list-style-type: none"> <li>talk about/indicate that we write for different purposes, e.g. to entertain or inform</li> <li>begin to recognise that written language can be different from spoken language, depending on the audience and purpose</li> <li>begin to understand that writing must contain contextual information to inform the reader</li> </ul>   | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>with support, use appropriate text types, e.g. narrative, persuasive, procedure</li> </ul>   | <ul style="list-style-type: none"> <li>demonstrate some understanding of the key features of simple, common SAE text types required in school learning, e.g. hook and orientation to draw a reader into a narrative, conclusion or coda at the end of a narrative</li> <li>follow appropriate format and text structures for an intended SAE writing context, purpose and audience, e.g. letter, report, narrative</li> <li>discuss the impact of different text formats on a reader, e.g. poster, letter, comic</li> <li><i>continue to use their home language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between home language and English, in order to construct texts</i></li> </ul>   | <ul style="list-style-type: none"> <li>use text types suitable for particular purposes, subject requirements and reader needs</li> <li>elaborate on own knowledge, experience and cultural perspectives to support viewpoint</li> <li>begin to use some colloquial and idiomatic language</li> <li>attempt to expand use of vocabulary through use of dictionary/thesaurus without awareness of SAE social and cultural connotations</li> <li>use formal/informal language with inconsistent awareness of audience implications</li> </ul>  | <ul style="list-style-type: none"> <li>vary writing for audience and purpose, with support, e.g. choice of formality, tone, style and subject matter</li> <li>use aspects of register suited to the text type, e.g. use of passive voice as part of an objective description in a science report</li> <li>use a range of formats appropriate to the topic and audience, with support, e.g. images, graphs and diagrams to support text</li> <li>construct multimodal texts with awareness of the reading and viewing audience, e.g. digital reader</li> <li>engage in online communications with awareness of cyber safety</li> <li>have an increasing awareness of the expectation in SAE writing to take on different perspectives, e.g. male/female, child/adult</li> <li><i>employ a range of modal elements and a small range of evaluative vocabulary</i></li> <li><i>are becoming aware of the English cultural sensitivities associated with certain words, e.g. to describe someone as fat</i></li> </ul>                  | <ul style="list-style-type: none"> <li>use and sustain appropriate attitude and register in texts, e.g. strident, polite</li> <li>recognise inappropriate use of register, e.g. use of colloquial terms in formal writing</li> <li>use growing knowledge of subtle SAE social-cultural references in writing</li> <li>show awareness about choice of words and social/cultural sensitivities, e.g. <i>plump</i> and <i>fat</i>, <i>man</i> and <i>people</i></li> <li>use common SAE euphemisms and imagery such as <i>passed away</i></li> <li>use more formal words to mask unpleasant ideas, e.g. <i>perspiration</i> rather than <i>sweat</i></li> </ul>  |
| Language structures and features<br>Beginning Level 1  | Language structures and features<br>Beginning Level 2   | Language structures and features<br>Beginning Level 3   | Language structures and features<br>Level 1   | Language structures and features<br>Level 2   | Language structures and features<br>Level 3  | Language structures and features<br>Level 4   | Language structures and features<br>Level 5   | Language structures and features<br>Level 6   |
| <ul style="list-style-type: none"> <li>attempt to copy text</li> <li>use drawings, symbols and strings of letters in writing</li> <li>sometimes mix letters, numbers and other symbols</li> <li>write their own version of 'letters'</li> <li><i>may represent letters as images rather than as symbols, and so letters may be poorly or inconsistently formed</i></li> <li>demonstrate approximations to writing Roman script</li> <li>know some letter names</li> <li>copy own name, sometimes missing out letters</li> <li>'write' and copy, attempting directionality</li> </ul> | <ul style="list-style-type: none"> <li>complete modelled sentences and short cloze activities, with support</li> <li>construct SAE texts using left to right, top to bottom directionality <i>and return sweep</i></li> <li>spell own name accurately</li> <li>write SAE letters and numerals recognisably but <i>may mix up upper- and lowercase letters</i></li> <li>show inconsistent awareness of orientation and direction of letters, e.g. writes <i>dag</i> for <i>bag</i>, <i>wuw</i> for <i>mum</i>, <i>p/q</i>, <i>b/d</i> confusion</li> <li>copy basic punctuation as part of 'writing'</li> <li>choose letters for some sounds, e.g. first letters</li> <li>remember and write well-known words</li> <li>leave spaces between words with varying accuracy</li> <li><i>may have difficulty setting out writing clearly and organising work in their exercise books</i></li> </ul> | <ul style="list-style-type: none"> <li>write short sentences with subject and action or description, following SAE word order</li> <li>create simple texts in modelled formats, with support, e.g. procedure, recount, narrative</li> <li>write some content and high-frequency words using correct spelling, e.g. <i>the</i></li> <li>write simple, modelled, repetitive sentences, e.g. '<i>I like ...</i>', '<i>I go ...</i>'</li> <li>use common joining words, e.g. <i>and</i></li> <li>are starting to use articles, pronouns and prepositions</li> <li>accurately form most letters</li> <li>attempt to use basic sentence punctuation, e.g. full stops and capital letters</li> <li>choose letters to represent their spoken sounds with varying accuracy, e.g. <i>wun</i> for one</li> <li>spell most simple CVC words, including consonant digraphs, e.g. <i>dog</i>, <i>then</i>, <i>fish</i></li> </ul> | <ul style="list-style-type: none"> <li>has a go at creating own simple texts types, with support, e.g. procedure, recount, narrative</li> <li>spell frequently used words, <i>including some common sight words</i></li> <li>construct texts with simple and occasional compound sentences with subject-verb-object word order <i>but may include run-on sentences</i></li> <li>use common joining words, e.g. <i>and</i>, <i>then</i></li> <li>use a narrow range of prepositions, e.g. <i>on</i>, <i>in</i>, and some basic prepositional phrases of time and place, e.g. '<i>At the beach</i>', '<i>On the weekend</i>'</li> <li>use some basic noun phrases in their writing, e.g. '<i>The old man</i>', '<i>Two boys</i>'</li> <li>use articles, pronouns and the verb 'to be', with errors</li> <li><i>use a narrow range of adverbs, e.g. very</i></li> <li>start to use common past, present and future tenses, with errors</li> <li>use basic punctuation inconsistently, e.g. full stops, capital letters, commas in lists, question marks</li> <li>includes some print features such as bold, coloured or</li> </ul> | <ul style="list-style-type: none"> <li>attempt to write text using paragraphs with modelling and picture or time prompts</li> <li>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>He cried because he fell over</i>'</li> <li>attempt to use simple and progressive past, present and future tenses with varying accuracy, including some irregular verbs</li> <li><i>use present and past tense verbs, although they may over generalise past tense endings, e.g. dranked, buyed</i></li> <li>begin to develop some control over subject-verb agreement</li> <li>use simple modal verbs, e.g. <i>can</i></li> <li>use adjectives and adverbs with some errors, e.g. '<i>I am boring</i>' instead of '<i>I am bored</i>'</li> <li>use a greater range of pronouns to reduce repetition</li> <li>use articles with some success, e.g. <i>a</i>, <i>the</i>, <i>an</i></li> <li>use words and phrases appropriate to the task/topic to locate events in place and time</li> </ul> | <ul style="list-style-type: none"> <li>construct texts featuring print, visual and audio elements using software, including word processing programs, online sources</li> <li>construct texts that contain compound and basic complex sentences, such as '<i>After he stopped shouting, he went outside</i>'</li> <li>use question word order with some success</li> <li>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>'</li> <li>use simple and progressive past, present and future tenses appropriately, with reasonable accuracy and consistency through texts</li> <li>have increasing control over subject-verb agreement</li> <li>use modal verbs to attempt to change strength of verb, e.g. <i>have to</i>, <i>would</i></li> <li>attempt paragraphs with inconsistent success</li> <li>begin to use some referencing to improve cohesion of writing, e.g. nouns-pronouns, articles,</li> </ul> | <ul style="list-style-type: none"> <li>construct coherent factual and imaginative texts with sufficient control of key organisational and language features</li> <li>write according to structure of text genre</li> <li>construct texts containing embedded and/or relative clauses, e.g. '<i>The old man, who lived alone, was looking out the window</i>'</li> <li>write cohesive paragraphs reflecting distinct ideas</li> <li>attempt to use introductory topic sentences to announce the idea of a paragraph</li> <li>use reference words to link ideas, such as pronouns, e.g. <i>this</i>, <i>that</i>, and time connectives, e.g. '<i>After that ...</i>'</li> <li>use vocabulary appropriate for topic, e.g. descriptive and subject-specific terms and select suitable words to enhance descriptions, e.g. <i>huge</i> instead of <i>big</i></li> <li>attempt to create mood and feeling with appropriate language, e.g. use of similes and metaphors</li> </ul> | <ul style="list-style-type: none"> <li>use appropriate content language for different learning areas</li> <li>use SAE vocabulary appropriate to the purpose of the text, e.g. replace <i>go in</i> with <i>enter</i>, or <i>sail around</i> with <i>circumnavigate</i></li> <li>experiment with multi-clause sentences, which may cause a greater rate of grammatical errors</li> <li><i>use the passive voice as part of science reporting, e.g. 'The leaf was put in the sun', rather than 'We put the leaf in the sun'</i></li> <li>use dialogue, direct speech, reported speech, ownership marks, commas to separate clauses</li> <li>use topic sentences to unify ideas within a paragraph</li> <li>show some control over use of language features to relate ideas across paragraphs, e.g. text connectives such as <i>however</i>, <i>furthermore</i>, and lexical cohesion such as <i>these animals, these herbivores, these mammals</i></li> <li><i>use some formulaic expressions, e.g. I will now discuss</i></li> </ul> | <ul style="list-style-type: none"> <li>construct a wide range of coherent, sophisticated imaginative and factual texts showing control over varied styles and imagery</li> <li>use appropriate structural features for a range of texts successfully in learning areas, with occasional grammatical errors</li> <li>write increasingly complex and sophisticated sentences, with some grammatical errors still apparent</li> <li>vary writing by using a range of sentence beginnings for different purposes, e.g. linking the theme of the next sentence with the theme of the previous sentence or paragraph</li> <li>use direct and reported speech, including quotations, appropriately</li> <li>show use of a broad vocabulary appropriate to changing social contexts and academic learning, including technical vocabulary</li> <li>use a range of cohesive devices to improve fluency, including avoiding redundancy by leaving out words, e.g. implied pronouns</li> </ul> |

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|   |   |   | <p>large font when creating digital texts</p> <ul style="list-style-type: none"> <li>use consonant and vowel digraphs, e.g. <i>ch, _ck, ou, ee, ai</i> and consonant blends, e.g. <i>br_, sl_, st_, _nk, _mp, _ts</i></li> </ul>   | <ul style="list-style-type: none"> <li>construct simple texts featuring print, visual and audio</li> <li>use basic punctuation, with increasing control, including exclamation marks</li> <li>spell many content words and high-frequency words, including common contractions, e.g. <i>don't, can't, I'm</i></li> <li>attempt to spell other words using own pronunciation and expanding knowledge of sound-symbol relationships and spelling patterns that include vowels, e.g. 'magic e', and double-letter consonants</li> </ul>   | <p>demonstratives and synonyms</p> <ul style="list-style-type: none"> <li>use a limited range of literary devices, e.g. learned similes, alliteration and repetition</li> <li>use punctuation correctly most of the time, including apostrophes in contractions</li> <li>spell frequently used one- and two-syllable words with common spelling patterns, such as <i>igh, air</i>, silent letters and plural/tense endings, with increased accuracy</li> </ul>   | <ul style="list-style-type: none"> <li>use some antonyms, synonyms and abstract nouns</li> <li>understand the effect of using modals, with increasing control</li> <li>spell and use common homophones accurately</li> <li>use punctuation correctly, including speech punctuation</li> <li>use pronoun references with noun/pronoun agreement, e.g. <i>Mary ... she ... her</i></li> <li>attempt to use the perfect tenses with some accuracy</li> <li>control subject-verb agreement when using simple noun groups</li> <li>use appropriate time sequencing, e.g. <i>first, next, finally</i></li> <li>spell frequently used and recognised words, and words with common spelling patterns</li> <li>use common SAE word building prefixes e.g. <i>pre-, un-, and</i> and understand that suffixes, e.g. <i>-tion, -ly, -ful</i>, change the word type, such as verb to noun, noun to adjective</li> <li>are learning to pronounce and spell more unusual vowel and consonant graphemes, e.g. <i>through/ dough/trough, straight, laugh</i></li> </ul> | <ul style="list-style-type: none"> <li>use long complex noun groups for descriptive purposes, e.g. '<i>A large tiger, eyes gleaming gold like the sun, strolled ...</i>'</li> <li>use modals to express likelihood, obligation and doubt, e.g. <i>should, may</i></li> <li>use rhetorical questions appropriately</li> <li>use subject-verb agreement with complex noun groups, with inconsistent success</li> <li>have a growing awareness of word families and their variations of spelling, e.g. <i>pronounce/pronunciation, confident/confidence</i></li> <li>use knowledge of etymology to inform unusual spelling, e.g. <i>reservoir, psychology</i></li> <li>understand by switching the subject and object in a clause changes the voice from active to passive</li> <li>use simple, progressive and perfect tenses with inconsistent success</li> <li>use appropriate cohesive features and referencing cues, e.g. relative pronouns such as <i>which, whose, this, that</i></li> <li>are beginning to understand how vocabulary choice is linked to the tenor of the texts, e.g. <i>belly, stomach, abdomen</i></li> </ul> | <ul style="list-style-type: none"> <li>use a range of grammatical features with some confidence, e.g. various sentence structures for effect, passive/active voice, noun phrases, modality</li> <li>show varying control over subject-verb agreement, use of articles, and irregular plurals, e.g. <i>data/datum</i></li> <li>use more developed similes and metaphors to convey ideas and descriptions</li> </ul>   |
| <b>Learning-how-to-learn Beginning Level 1</b>  | <b>Learning-how-to-learn Beginning Level 2</b>  | <b>Learning-how-to-learn Beginning Level 3</b>  | <b>Learning-how-to-learn Level 1</b>   | <b>Learning-how-to-learn Level 2</b>   | <b>Learning-how-to-learn Level 3</b>   | <b>Learning-how-to-learn Level 4</b>  | <b>Learning-how-to-learn Level 5</b>   | <b>Learning-how-to-learn Level 6</b>   |
| <ul style="list-style-type: none"> <li>practise forming letters in a variety of media, e.g. sand, play dough, shaving foam, chalk</li> <li>practise using different writing implements, e.g. crayons, paint brushes, pencils, pens, word-processors, to develop appropriate manipulation skills</li> <li>watch others write</li> <li>show writing-like behaviours, such as sitting appropriately</li> <li>rely on home language explanations</li> </ul> | <ul style="list-style-type: none"> <li>look for and use words on class charts to support writing</li> <li>use home language assistance and need time to process thoughts in home language</li> <li>practise writing SAE letter forms, words and phrases</li> <li>ask for SAE spelling of familiar words</li> <li>dictate familiar words and phrases about a drawing or experience for others to write</li> <li>are beginning to learn how to use ICT independently</li> </ul> | <ul style="list-style-type: none"> <li>attempt spelling based on known visual memory or sounds heard, e.g. <i>brk</i> for bark, <i>fespetin</i> for face painting</li> <li>attempt to read back own writing</li> <li>use class resources, such as modelled writing and graphic organisers, as models for their writing, with support</li> <li>write in home language and ask for translation or copy online translation</li> <li>find desired words in word lists and class resources</li> <li>begin to use the keyboard and word processing programs to publish texts</li> <li>make suggestions when editing joint and shared writing</li> </ul> | <ul style="list-style-type: none"> <li>take risks and attempt spelling using knowledge of sound-symbol relationships and SAE spelling patterns, refer to word banks of different kinds</li> <li>segment two- or three-syllable words into syllables and sounds to aid spelling, with support</li> <li>apply home language literacy skills to their writing in SAE</li> <li>plan and review writing with support, using models and graphic organisers</li> <li>use developing meta-linguistic knowledge, e.g. <i>sentence/s, beginning, ending</i> to plan their texts</li> <li>use sentence patterns and phrases modelled by the teacher in their own writing</li> <li>begin to re-read own writing and self-correct with support</li> <li>access English translation of home language words through asking a bilingual speaker, using a bilingual dictionary or online translation tools, with support</li> <li>may choose to write in their home language (if literate in their home language, this will help them organise their thoughts)</li> </ul> | <ul style="list-style-type: none"> <li>sometimes supplement SAE with home language writing</li> <li>use model/structure supplied by teacher when writing texts</li> <li>use repeated formulae to generate and structure writing</li> <li>initiate own writing for particular purposes, e.g. short notes</li> <li>attempt to spell a wider range of words using own pronunciation, knowledge of sound-symbol relationships and classroom resources</li> <li>use limited language resources to create a desired effect</li> <li>begin to plan and compose texts with logical order</li> <li>revise after conferencing</li> <li>re-read and self-correct some spelling in own writing</li> <li>use some SAE terminology when talking about their own writing, e.g. title, heading, paragraph, page</li> <li>publish written texts with increasing independence</li> </ul> | <ul style="list-style-type: none"> <li>plan with teacher/others before writing and use organisational genre frameworks in writing familiar text types</li> <li>draft writing, focussing on meaning rather than accuracy</li> <li>revise draft after re-reading and using editing prompts, such as checking verb tenses and subject-verb agreement, with support</li> <li>write expanded texts from teacher's notes and retrieval charts</li> <li>use known sentence patterns/text formats for new texts</li> <li>type with growing speed and efficiency to construct and publish texts featuring visual, print and audio elements</li> </ul> | <ul style="list-style-type: none"> <li>plan writing collaboratively</li> <li>revise text beyond word or phrase level to enhance fluency, accuracy and readability, e.g. may add a topic sentence after re-reading</li> <li>use a dictionary and thesaurus to expand their vocabulary</li> <li>seek assistance regarding structure for writing</li> <li>can reflect on their writing progress and what they still need to learn, with reference to checklists and simple rubrics</li> <li>make summaries by writing sentences expanded from key words</li> <li>construct, edit and publish digital texts and place appropriate visual, print and audio elements</li> </ul>   | <ul style="list-style-type: none"> <li>plan extended writing, e.g. take notes to assist in writing a text</li> <li>plan their writing with particular audiences in mind</li> <li>use a range of strategies to spell, e.g. knowledge of etymology and word patterns such as <i>advice</i> (noun), <i>advise</i> (verb); <i>hesitant</i> (adjective), <i>hesitance</i> (noun)</li> <li>check own writing for coherence, spelling and punctuation</li> <li>redraft to improve suitability for intended audience, e.g. expression</li> <li>select suitable information from a range of sources to assist in topic-specific writing</li> <li>employ structural features such as headings and subheadings appropriately</li> <li>apply conventions for acknowledging sources and references</li> <li>choose an increasing range of software with confidence to construct, edit and publish effective multimodal texts</li> </ul>   | <ul style="list-style-type: none"> <li>focusses on a detailed plan of intention prior to an extended writing task</li> <li>use a range of literary tools to select and craft words for a given task</li> <li>take notes for references, citing references and quotations</li> <li>monitor own writing for irrelevant sentences, unintended meanings and errors</li> <li>edit for accuracy of content, text structure, spelling and grammatical correctness</li> <li>redraft writing showing significant and appropriate changes, not just minor corrections, in response to feedback and self-assessment</li> <li>experiment in creating effects using word choice, images and digital resources</li> <li>select and use appropriate ICT tools safely to share and exchange information</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"><li>publish simple texts that incorporate supporting images using digital technology, with support</li></ul> |  |  |  |  |  |
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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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