

# NT EAL/D Learning Progression; Listening – Years 7 to 12 – 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		
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	Level 7 Listening Proficiency statement	Level 8 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>They 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>They 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>They 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. Students 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. Students 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>They 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>	<p>Students at L7 begin to follow and comprehend most social and sophisticated informational texts and teacher talk with support.</p> <p>Students identify some non-literal language and key cultural references in sophisticated oral texts.</p> <p>They draw on their knowledge of SAE text types and their organisational, structure, layout and language choices.</p> <p>Students sometimes monitor the language of others for relevance and accuracy and may still seek occasional support to understand cultural references in spoken texts.</p>	<p>Students at L8 comprehend and follow most sophisticated formal and informal SAE at a normal rate of speech.</p> <p>They recognise and comprehend most social and academic SAE registers encountered at their age and phase of schooling.</p> <p>Students have an extensive knowledge of SAE text types, structures and academic vocabulary.</p> <p>They monitor their own SAE and that of others, evaluating and self-correcting for accuracy and validity to clarify understanding.</p>
<p><b>Communication Beginning Level 1</b></p> <ul style="list-style-type: none"> <li>respond to non-verbal cues that match their own culture</li> </ul>	<p><b>Communication Beginning Level 2</b></p> <ul style="list-style-type: none"> <li>are beginning to participate in the learning environment, relying heavily on visual support and context-embedded</li> </ul>	<p><b>Communication Level 1</b></p> <ul style="list-style-type: none"> <li>respond appropriately to simple 1-2 step routine instructions when in context, e.g.</li> </ul>	<p><b>Communication Level 2</b></p> <ul style="list-style-type: none"> <li>participate in two-way conversations on known topics in familiar, informal English, responding appropriately and in turn,</li> </ul>	<p><b>Communication Level 3</b></p> <ul style="list-style-type: none"> <li>follow SAE in some known classroom and social situations, e.g. teacher explanation in familiar language, simple</li> </ul>	<p><b>Communication Level 4</b></p> <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> </ul>	<p><b>Communication Level 5</b></p> <ul style="list-style-type: none"> <li>understand the gist of most spoken and audio-visual texts and can identify specific information, if questions are given beforehand</li> </ul>	<p><b>Communication Level 6</b></p> <ul style="list-style-type: none"> <li>follow conversations with quick interactions of ideas but may have some gaps in comprehension</li> </ul>	<p><b>Communication Level 7</b></p> <ul style="list-style-type: none"> <li>comprehend and follow interactions with SAE speakers in social and learning situations most of the time</li> </ul>	<p><b>Communication Level 8</b></p> <ul style="list-style-type: none"> <li>interpret and follow sophisticated and abstract SAE oral texts</li> <li>have an increased ability to understand</li> </ul>

<ul style="list-style-type: none"> <li>respond non-verbally to simple directions or questions, e.g. <b>may nod or speak but not always be in turn</b></li> <li>show personal response to oral and audio visual texts through non-verbal behaviours</li> <li>interpret meaning through gestures, expressions and intonation</li> <li>join in group activities, listen and watch but may not speak in SAE at all</li> <li>watch and imitate teachers and others</li> <li>attend to simple oral tasks and learning tasks supported with visuals, gestures and illustrations for short periods of time</li> <li>link people, objects, places and actions to oral texts</li> <li>rely on home language speakers for interpretation</li> </ul>	<p>language in listening activities, e.g. attend to simple oral and audio visual texts showing some understandings of simple oral SAE through linking actions or illustrations to spoken vocabulary</p> <ul style="list-style-type: none"> <li>may still watch and follow what others are doing, e.g. if teacher says 'Get your folders', they follow their peers</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>respond to simple directions in SAE delivered clearly and slowly when appropriate wait time (processing time) is given</li> <li>watch and observe SAE used in context, using visual and concrete cues to help them understand what they hear</li> <li>indicate likes and dislikes non-verbally</li> </ul>	<p>'Come in, put your bag there'</p> <ul style="list-style-type: none"> <li>follow the gist of short information statements, relying on clear speech and slow pace, visual cues and gestures</li> <li>respond to simple 'wh' questions based on what has been taught, e.g. 'What is ... name?', 'Who is he ...?', 'When did we cook?'</li> <li>respond and respond with gestures, facial expression and some words in shared oral activities, e.g. during group work, construction work</li> <li>join in shared group activities with some appropriate responses</li> <li>show understanding of simple oral SAE texts, such as listening to a short informational text and sequencing images of a process or event</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>	<p>e.g. readily answers questions such as 'What's your name?', 'What did you do today?'</p> <ul style="list-style-type: none"> <li>follow simple, contextualised SAE, e.g. visuals, in classroom learning settings when delivered at a measured pace</li> <li>respond to simple requests and suggestions, e.g. in library or to change a task</li> <li>interact with other home language and SAE peers to complete a task, e.g. take turns, respond to questions using available SAE</li> <li>rely on teacher knowing they speak another language</li> </ul>	<p>multi-step instructions related to classroom activities, e.g. 'Get a beaker, put one spoon full of lemon juice in, now put two spoons of vinegar, now ...'</p> <ul style="list-style-type: none"> <li>make some inferences with contextual support and teacher asking open questions, e.g. 'I think that stuff in the test tube will ... because ...'</li> <li>extract some main points and remember some details from context, e.g. 'In 1974, Cyclone Tracy destroyed Darwin – a lot of people had to be evacuated'</li> <li>follow scaffolded information in different learning areas on familiar topics and make some simple inferences based on what has been taught, read or viewed</li> <li>identify and recall key points of information from short spoken texts or classroom talk, e.g. from assembly announcements, guest speakers</li> <li>may still have difficulty understanding, when questions/statements are phrased in an unfamiliar way, with unfamiliar stress or intonation, e.g. 'Why would he speak to her like that?'</li> </ul>	<ul style="list-style-type: none"> <li>follow and joins in some social exchanges in a range of situations</li> <li>identify the gist of longer, moderately complex teacher talk in academic learning, delivered at a near-normal pace, with contextual and visual support, modelling and scaffolding</li> <li>distinguish between suggestions and directives</li> <li>identify main points and many details of oral presentations/instructional situations and questions on familiar and some new topics</li> <li>listen to and recall details from spoken or audio texts across the learning areas, e.g. recall a simple mathematical algorithm or new spelling rule heard</li> <li>make inferences and suggestions with some support across learning areas, e.g. predicts and hypothesises based on what has been taught and general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of extended, moderately complex talk and narration by retelling and summarising main issue and adding detail</li> <li>listen, with understanding, to oral texts of some length containing subject-specific information, including with multiple speakers, with little visual support</li> <li>participate in social and classroom exchanges in a wider range of situations</li> <li>demonstrate understanding of extended talk or texts heard or viewed by retelling, paraphrasing, identifying inaccuracies, theme, issue, and cause and effects</li> <li>identify main points and many details of oral presentations/instructional situations and questions on familiar and some new topics</li> <li>demonstrate understanding by making inferences and comparisons</li> <li>identify specific information from an announcement, news broadcast, narrative, interview</li> <li>indicate when the same ideas are expressed in different words</li> </ul>	<ul style="list-style-type: none"> <li>follow and listen for key information in moderately complex spoken texts, e.g. articulates main issue/topic of guest speakers, documentaries, current affairs programs, reports</li> <li>sustain understanding of main ideas in discussion, with a number of interactions</li> <li>follow oral presentations on some unfamiliar topics, at normal rates of speech</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate comprehension and facility with SAE by <b>responding appropriately in most unplanned exchanges</b></li> <li>sustain comprehension of group discussion with quick interactions for most of the time</li> <li>follow and comprehend sophisticated teacher talk, with support</li> <li>follow spoken and audio visual texts, e.g. live presentations, audio visual texts, drama performances</li> <li>follow extended complex talk, missing some detail now and then</li> <li>follow abstract talk that is out of context, with support</li> <li>organise information from spoken language, e.g. take notes categorising information as it's heard</li> <li>link ideas across oral texts and infer points of view and intentions, with support</li> </ul>	<p>extended monologic discourse and teacher talk at normal speed but may still require visual or print scaffolding for more abstract concepts</p> <ul style="list-style-type: none"> <li>comprehend and confidently participate with SAE speakers in social and learning situations</li> <li>maintain comprehension in most learning and social situations</li> <li>show understanding of oral language by recalling information, inferring beyond text, interpreting any cultural references and following changes in register</li> <li>follow complex arguments on a range of topics, asking appropriate and relevant questions</li> </ul>
<p><b>Socio-cultural understandings Beginning Level 1</b></p>	<p><b>Socio-cultural understandings Beginning Level 2</b></p>	<p><b>Socio-cultural understandings Level 1</b></p>	<p><b>Socio-cultural understandings Level 2</b></p>	<p><b>Socio-cultural understandings Level 3</b></p>	<p><b>Socio-cultural understandings Level 4</b></p>	<p><b>Socio-cultural understandings Level 5</b></p>	<p><b>Socio-cultural understandings Level 6</b></p>	<p><b>Socio-cultural understandings Level 7</b></p>	<p><b>Socio-cultural understandings Level 8</b></p>
<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>watch and listen to teacher's use of SAE social courtesies</li> <li>watch others' gestures, attempting to interpret and imitate them, but may not speak in SAE</li> <li>interpret a speaker's meaning through intonation, in familiar situations</li> <li>may be reluctant to look at teacher as they have limited knowledge of the expectations of schooling, e.g. making eye contact, being quiet, sitting still</li> <li>apply home language conventions, attitudes and beliefs to school situation, e.g. avoiding eye contact or not</li> </ul>	<ul style="list-style-type: none"> <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>respond appropriately to common greetings</li> <li>demonstrate an understanding of some SAE gestures, e.g. teacher shaking their head</li> <li>respond non-verbally to tone of voice, some intonation patterns and body language related to classroom activities</li> <li>are learning to stay in a space, e.g. sit in own chair, how to move around the classroom and learning school routines</li> <li>are beginning to organise their materials, e.g. understand instructions to put worksheet in a folder</li> </ul>	<ul style="list-style-type: none"> <li>show SAE listening behaviours, e.g. attend to and look at speakers, watch others and may use silence as a response because they lack SAE to ask for clarification</li> <li>begin to understand that in SAE, it is expected that you answer questions, so you need to listen actively</li> <li>respond to tone of voice, facial expressions and gestures demonstrating feelings, e.g. anger/sadness, and simple or overt 'slapstick' humour</li> <li>are confused by sarcasm or common idioms, such as 'Ah, working hard, Jason!'</li> </ul>	<ul style="list-style-type: none"> <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>distinguish spoken SAE from other languages, e.g. on hearing SAE, respond in SAE</li> <li>respond appropriately with non-verbal gestures to comments, e.g. signal comprehension or non-comprehension, smile on greetings, wave</li> <li>understand that teachers expect answers to questions to demonstrate understanding</li> <li>show understanding that you listen for different purposes, e.g. enjoyment of a story, following instructions, recalling key information, <b>responding to teacher's questions</b></li> <li>distinguish different intonation patterns in</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>demonstrate an understanding of how the use of stress and intonation affect the intended message, e.g. interpret changes to intonation, stress and volume, or some of the many ways to say 'no'</li> <li>recognise some SAE humour and jokes</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 different oral registers, e.g. when a shop assistant says 'May I help you?' or a friend says 'Hey, Jack, how ya goin?'</li> <li>understand that suggestions and directives</li> </ul>	<ul style="list-style-type: none"> <li>participate and respond appropriately in different classroom activities, e.g. in discussions, in group work, negotiating turn taking, in formal instruction, listening to a guest speaker</li> <li>understand that the purpose of oral texts may be to inform, to entertain or to persuade an audience and that all these three aspects may be included in texts such as class debates, re-tells or reporting back on a group project</li> <li>demonstrate understandings that oral presentations and other spoken texts have different purposes and depending on the situation, may have different behaviours, e.g. it is not appropriate to yell out or whistle in a formal school assembly or graduation event but may be appropriate at a sporting event</li> <li>understand that the purpose of non-fiction and</li> </ul>	<ul style="list-style-type: none"> <li>recognise SAE social and verbal cues that require a response</li> <li>use a range of SAE listening behaviours, e.g. eye contact, distance between speakers, use of gestures</li> <li>pick up on/interpret non-verbal SAE conversational cues such as when and how to interject and contribute to a conversation or what silence means</li> <li>understand and respond to most 'classroom banter', e.g. the use of humour between peers and teachers</li> <li>respond appropriately to a range of social and learning situations but may occasionally use tactics to divert conversations if unsure how to respond, e.g. (T) 'Can you explain what you have done here?' (S) 'I want to show you how a microscope works'</li> <li>interpret meaning and feeling from SAE speakers when expressed through changes in intonation, volume and stress on particular words or word endings or repetition to convey and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>recognise and interpret change in subject-specific registers, e.g. pick up on the use of humour in teacher talk and some cultural references and metaphors in spoken texts, e.g. 'The Vietnam Vets', 'Black Friday', 'Wow, Jason's on fire today'</li> <li>increasingly understand non-content clues such as intonation, volume and stress but sometimes misinterpret, e.g. (T) 'You're going to use the calculator?' is a statement of surprise but students understand it as the teacher asking an indirect question</li> <li>infer intentions in directly persuasive discourse, e.g. in spoken texts, arguing from a personal rather than an indirect position using language of judgement such as <i>appalling, unacceptable, disgrace</i></li> <li>infer intentions of a speaker, e.g. predict the topic and purpose of the interaction and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>recognise and interpret most social and academic registers in oral/audio visual texts, e.g. infer speaker's intentions, mood and attitudes</li> <li>understand the difference between literal and non-literal phrases, e.g. 'After the musician finished playing, he passed around the hat', 'We suspected Jerry had something up his sleeve'</li> <li>understand the use of figurative language in literary texts, e.g. 'When stars threw down their spears, and water'd heaven with their tears'</li> <li>respond appropriately in classroom banter by sharing a joke or exaggerating an event, using some SAE cultural references</li> <li>interact with other SAE speakers with increased confidence</li> <li>require occasional support to understand</li> </ul>	<ul style="list-style-type: none"> <li>follow most idiomatic expressions, imagery, humour and cultural references in social, literary and academic oral and audiovisual texts</li> <li>recognise and comprehends most SAE social and academic registers</li> <li>infer speaker's intentions in sophisticated oral texts</li> <li>identify implied meanings from literary and oral texts, e.g. innuendo, euphemisms</li> <li>recognise that different varieties of English are spoken in different countries, regions and social groups</li> <li>interact with SAE speakers confidently</li> </ul>

<p>responding to questions, and turning away</p> <ul style="list-style-type: none"> <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>			<p>texts, with support, e.g. for questions, statements, exclamations</p> <ul style="list-style-type: none"> <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>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>	<p>are different and have different expectations</p>	<p>instructional audio texts is to explain or describe and can aid comprehension and support learning</p> <ul style="list-style-type: none"> <li>respond to different oral registers through attempting to reply similarly, e.g. when a shop assistant says? <i>'Who's next, please'</i> it requires more of a response than just <i>'Me'</i> or <i>'I am'</i>, but something like <i>'I am', 'I'd like ...'</i></li> <li>recognise emotive use of SAE language, e.g. <i>'The live export and slaughter of cattle is revolting'</i></li> <li>have some awareness of speakers' intent behind language choice</li> <li>begin to identify expressions that are sexist, racist or stereotype people</li> <li>recognise and interpret some SAE humour, with support, e.g. puns and riddles</li> <li>follow and access some colloquialisms, understatements, idioms and cultural references expressed in SAE, e.g. <i>'bring a plate', 'it's a bit warm today', 'a dog's breakfast'</i></li> <li>require support to understand cultural references in spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>follow everyday idioms and colloquialisms</li> </ul>	<p>drawing on knowledge of SAE oral text types and organisation</p> <ul style="list-style-type: none"> <li>recognise familiar everyday humour, idioms and colloquialisms in spoken texts</li> </ul>	<p>cultural references in texts</p> <ul style="list-style-type: none"> <li>interact with other SAE speakers with increased confidence</li> </ul>	
<p><b>Language structures and features</b> <b>Beginning Level 1</b></p>	<p><b>Language structures and features</b> <b>Beginning Level 2</b></p>	<p><b>Language structures and features</b> <b>Level 1</b></p>	<p><b>Language structures and features</b> <b>Level 2</b></p>	<p><b>Language structures and features</b> <b>Level 3</b></p>	<p><b>Language structures and features</b> <b>Level 4</b></p>	<p><b>Language structures and features</b> <b>Level 5</b></p>	<p><b>Language structures and features</b> <b>Level 6</b></p>	<p><b>Language structures and features</b> <b>Level 7</b></p>	<p><b>Language structures and features</b> <b>Level 8</b></p>
<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>identify the rhythm and intonation of a question cued by facial expression</li> <li>respond to some simple SAE questions and instructions, such as <i>'Are you OK?'</i> or <i>'Sit down here'</i></li> <li>recognise and respond to some familiar content words/phrases, e.g. names of items, actions performed, some observable attributes</li> <li>recognise some phrases and content words connected with immediate interest or needs, e.g. <i>lunch time, home time, bag, table, chair, library, computer, laptop, uniform</i></li> <li>identify some known vocabulary as single words and sometimes in a sentence, sequence of sounds when the known word is stressed, e.g. <i>'give me your book'</i></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 <i>home</i> in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>respond to changes in intonation, e.g. a rising tone to indicate questioning</li> <li>pick out key words and phrases from teacher talk, audio visual texts, presentations and texts read aloud from different learning areas</li> <li>comprehend some content words, e.g. nouns, verbs, some adjectives and adverbs, e.g. <i>big brush, red paint, blue towel, timetable, ruler, pen</i></li> <li>recognise question words (<i>who, what, when, where</i>) at the start of questions, e.g. <i>'Where is your pen?'</i> NOT <i>'You put it where?'</i></li> <li>recognise explicit time references at the beginning of sentences, e.g. <i>'Yesterday we saw ...'</i></li> <li>understand simple subject-verb-object word order in statements, e.g. <i>'Jack hit Ben'</i></li> <li>identify key words from short spoken/multimodal</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>may have limited understanding of vocabulary across different registers, particularly the academic register, and this will present as a weakness in comprehension</li> <li>recognise questions, statements and negation from vocabulary, word order and intonation, e.g. <i>'Has he got his hat?'</i> <i>'No, he has not got his hat'</i></li> <li>recognise question starters such as <i>can, do/did, have</i></li> <li>follow and interpret compound and some complex sentence structures, e.g. <i>'I shouted, and he ran away'</i></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. <i>first, next, go over there, after lunch</i></li> </ul>	<ul style="list-style-type: none"> <li>identify oral text types, e.g. stories, poems, live presentations or demonstrations</li> <li>begin to recognise that questions, statements and negation require changes in word order and vocabulary, not only intonation</li> <li>comprehend some modal verb phrases, e.g. <i>'It could rain', 'They might come'</i></li> <li>understand longer noun and verb structures, e.g. <i>'Those two scruffy alley cats on the roof were howling all night'</i></li> <li>understand simple comparison and contrast, e.g. <i>'This computer is better than that one', 'English is easier than maths'</i></li> <li>understand simple <i>why</i> and <i>how</i> questions, e.g. <i>'Why are you crying?'</i>, <i>'How did you fix it?'</i></li> <li>understand that <i>how</i> and <i>why</i> questions require more than a yes or no answer</li> <li>follow and interpret some complex sentences using joining words such as <i>because, if, when</i>, e.g. <i>'The wax melted because we</i></li> </ul>	<ul style="list-style-type: none"> <li>recognise and comprehend more complex sentences and questions, such as <i>'What do you think will happen if we use ... instead of ...?'</i></li> <li>respond appropriately to questions, statements and negation constructed through word order and vocabulary rather than intonation, e.g. <i>'Do you ...?'</i>, <i>'What is ...?'</i></li> <li>follow instructions that include sequential text connectives, e.g. <i>first, then, after that</i></li> <li>can understand some tag questions on positive statements, e.g. <i>'It's a great day, isn't it?'</i> (Not, <i>'It's not a great today day, is it?'</i>)</li> <li>understand a range of vocabulary including some subject-specific words like <i>protons, sodium</i> and simple abstract nouns like <i>jealously, anger</i>,</li> <li>guess at the meanings of words with multiple affixes from the core word, e.g. <i>unhelpfully, unrecognisable</i></li> <li>begin to recognise core meanings in longer words when the part of speech,</li> </ul>	<ul style="list-style-type: none"> <li>follow and interpret meaning of less familiar, moderately complex oral texts</li> <li>understand how to respond to a range of question forms, e.g. <i>'What happened when we added vinegar?'</i>, <i>'Why do you think that happened?'</i>, <i>'What can you tell me about ...?'</i></li> <li>identify and understand a range of cohesive devices in spoken and texts such as <i>similarly, in addition, just as, as a result, however, for example</i></li> <li>understand what tag questions are asking, e.g. <i>'Yesterday was so hot, wasn't it?'</i>, <i>'We discussed immigration issues yesterday, didn't we?'</i></li> <li>becoming aware of long, complex verb structures, e.g. <i>'I might not have considered doing it if you hadn't told me to do something else'</i></li> <li>understand a range of vocabulary, including most subject-specific words, with intermittent support</li> <li>identify the difference between a speaker's direct speech and reported speech interpret and respond to the use of conditionals, e.g. <i>if, might, perhaps, could</i></li> </ul>	<ul style="list-style-type: none"> <li>follow subject discipline talk and vocabulary from oral and audio visual texts, e.g. explanations of a process in science or geography following cause and effect</li> <li>identify and understand simple examples of bias in speech, e.g. <i>'It's rubbish to say ...'</i></li> <li>identify and understand meaning from subject-specific texts at the word and sentence level, e.g. <i>'Refraction is the bending of waves'</i></li> <li>follow and interpret abstract nouns, e.g. <i>freedom, democracy, luxury, poverty</i></li> <li>follow a range of more complex text connectives, e.g. <i>although, therefore, nevertheless,</i></li> <li>follow relative clauses</li> <li>recognise passive voice sentence order and can identify agent, action and consequence, e.g. <i>'The school was closed due to a scarcity of resources'</i></li> <li>recognise and comprehends subject-specific vocabulary, e.g. <i>genetics, hydrogen</i></li> </ul>	<ul style="list-style-type: none"> <li>recognise and understand a range of multi-clause sentences, with less common constructs and dense language such as nominalisation, such as <i>'Clearing and development of land often results in the destruction of the natural habitat of many local species'</i></li> <li>understand the purpose and use of passive voice, i.e. that the agent is distanced and not always identified</li> <li>understand more complex conditionals, e.g. <i>'If he had studied harder, he would have passed the exam'</i></li> <li>identify purposes and features of persuasive and analytical oral texts, e.g. a debate on climate change, an analytical documentary on social issues</li> <li>recognise and understand a wide range of learning area technical vocabulary</li> <li>identify and understand the purpose of non-literal language in speech, such as use of metaphorical references, e.g. <i>'He's a rising star', '... is the elephant in the room'</i></li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning and purpose of the use of conditional statements with modal verbs, e.g. <i>'If we had mixed x with y, we might have had an explosion'</i> or <i>'Therefore, if we remove the .... before the ...., the consequence will be ...'</i></li> <li>identify and follow emotive and persuasive phrases as evaluative terms, e.g. <i>'The beleaguered penguins soldiered on through the subzero temperatures'</i></li> <li>understand there are a range of dialects and colloquial languages and identify some pronunciation, vocabulary and grammatical features specific to other varieties of English, such as in American English, e.g. pronounce <i>'ant-eye-missile'</i> for <i>anti-missile</i> and use <i>'fall'</i> for <i>autumn</i></li> <li>identify a range of language devices and how these are used to achieve specific effects,</li> </ul>



	<ul style="list-style-type: none"> <li>begin to distinguish words within sentences with visual or kinaesthetic cues, e.g. placing blocks</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>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>texts, e.g. number, colour, action verbs and common personal pronouns</p> <ul style="list-style-type: none"> <li>hear some different SAE words as the same word, depending on the sounds of their home language, e.g. <i>pat/bad, pin/pen, play/pay, ban/band</i></li> <li>hear some vowel sounds but may confuse them</li> <li>increasingly distinguish unfamiliar sounds in English</li> </ul>	<ul style="list-style-type: none"> <li>hear and understand some contractions, e.g. negatives such as <i>isn't, can't</i> and positives such as <i>I'm, he's</i></li> <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>	<p><i>heated it', 'If the power goes off, we will have to go home'</i></p> <ul style="list-style-type: none"> <li>identify the time and place information from an oral SAE sentence</li> <li>identify and understand key learning area vocabulary</li> <li>hear and understand contractions that change sounds, e.g. <i>won't, 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_, asks</i></li> </ul>	<p>stress pattern and sounds change, e.g. <i>library/librarian</i></p>	<ul style="list-style-type: none"> <li>show awareness of mispronunciation in self and other speakers</li> <li>recognise core meanings in longer words when the part of speech, stress pattern and sounds change, e.g. <i>revise/revision, sympathy/sympathetic</i></li> <li>discriminate most SAE sounds</li> </ul>			<p>e.g. poetic devices and repetition in speeches</p>
<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>	<b>Learning-how-to-learn Level 7</b>	<b>Learning-how-to-learn Level 8</b>
<ul style="list-style-type: none"> <li>ask other home language speakers for clarification</li> <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>expect others to repeat or paraphrase to help understanding</li> <li>watch silently as they attempt to tune into SAE</li> </ul>	<ul style="list-style-type: none"> <li>use bilingual support for translation and to connect SAE words with home language concepts</li> <li>rely on gestures and visual cues 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>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>ask home language speakers to explain, clarify or rephrase for them</li> <li>seek repetition along with visual cues to support comprehension of spoken texts</li> <li>watch others and copy them to learn classroom routines</li> <li>use visual cues, gestures or repetition to support new learning</li> <li>may listen repeatedly to single words or phrases to practise sound perception, e.g. using minimal pairs and sentence structures</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> </ul>	<ul style="list-style-type: none"> <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>may seek out other sources of oral SAE to listen to, e.g. watch and listen to television drama shows, access social media, listen to e-books</li> <li>check understanding by asking for repetition or explanation</li> <li>rely on emphasis, intonation, repetition and contextual cues when listening to spoken language or texts read aloud</li> <li>listen for sounds, sound combinations or words that they find difficult or interesting</li> </ul>	<ul style="list-style-type: none"> <li>ask for and benefits from explanation from teacher or other home language speakers, e.g. meaning of new words, concepts, homophones</li> <li>ask speakers to repeat/speak slowly</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>may listen for stress and unstressed syllables in words that may affect the meaning</li> </ul>	<ul style="list-style-type: none"> <li>ask SAE speakers to paraphrase or explain complex learning area terminologies and information to support new learning</li> <li>pay attention to and learn new vocabulary from classroom and outside sources</li> <li>remember new vocabulary, expressions or idioms to look up meaning in a dictionary</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>continue to benefit from home language support</li> </ul>	<ul style="list-style-type: none"> <li>indicate to speaker or teacher the need for extra time to process complex interactions and instructions</li> <li>ask for clarification when participating in complex listening tasks, group performances or class discussion</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>ask for repetition or clarification to confirm understanding, e.g. unknown SAE cultural references</li> <li>continue to practise listening for difficult sounds, such as consonant clusters that signify plurals and or tense, e.g. in <i>statistics</i> or <i>request</i></li> <li>listen for prefixes and suffixes that change word meanings, e.g. <i>disconnect, misunderstand, illegal, review</i></li> <li>continue to benefit from home language support</li> </ul>	<ul style="list-style-type: none"> <li>continue to ask for repetition or paraphrasing to confirm understanding</li> <li>seek support to understand cultural references in spoken texts</li> <li>assess 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>make notes to help recall a spoken text</li> <li>analyse/evaluate arguments and interpret assumptions, beliefs or theories before determining responses</li> </ul>	<ul style="list-style-type: none"> <li>ask for explanations or paraphrasing if speech contains too many cultural references or abstract concepts</li> <li>sometimes monitor the language of others for relevance and accuracy of information</li> <li>show development of listening skills to aid comprehension, e.g. listen again to sophisticated texts after identifying missed information or unclear understanding</li> <li>take notes while listening to sophisticated texts, organising information into categories</li> <li>reflect on oral texts for relevance and accuracy, to link ideas to support learning</li> <li>benefit from additional time to understand sophisticated oral texts</li> </ul>	<ul style="list-style-type: none"> <li>discuss uses of SAE with teachers to confirm understanding and improve communication</li> <li>draw upon cultural, grammatical and lexical knowledge from home language and SAE to support learning and improve language learning</li> <li>monitor own SAE and others, evaluating and self-correcting for accuracy and validity to clarify understanding</li> <li>seek out reliable sources of SAE to improve communication</li> </ul>

## NT EAL/D Learning Progression; Speaking – Years 7 to 12 – Version 1.0

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

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

Beginning statement		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	Level 7 Speaking Proficiency statement	Level 8 Speaking Proficiency statement
<p>Students at BL1 are new to speaking in an SAE learning environment. They watch and imitate some social classroom activities but may not speak in SAE. They may respond non-verbally to respond to directions and instructions.</p> <p>Students use their own cultural expectations and behaviours. They begin to copy and attempt to interpret non-verbal SAE cues and gestures in face-to-face situations, not always with success.</p> <p>Students may copy the sounds they hear in words or single utterances in activities with repetitive language. They 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. 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. 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>	<p>Students at L7 interact in SAE independently and confidently in situations on a range of familiar topics and issues, with occasional support.</p> <p>Students incorporate some metaphorical and cultural references in speech that would be appropriate to a culturally diverse audience.</p> <p>Students show increased fluency, flexibility and control over complex, long sentence structures.</p> <p>Students monitor oral SAE control and fluency of self and others. They seek explanation of some cultural references and advice to enhance their language learning.</p>	<p>Students at L8 interact in SAE competently in most formal and informal social and learning situations about familiar and unfamiliar issues of complexity, with occasional support.</p> <p>Students target their use of SAE to express values, perspectives and feelings appropriately to suit their audience.</p> <p>Students speak fluently and cohesively, demonstrating versatility of expression.</p> <p>Students plan, reflect on and monitor spoken language for effective communication and interaction. They seek out other sources of SAE to understand subtle cultural references.</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>	<b>Communication Level 7</b>	<b>Communication Level 8</b>
<ul style="list-style-type: none"> <li>may be reluctant to look at the teacher or speak in any language</li> <li>may sit without speaking and without showing any response for some time</li> <li>have silent pauses before attempting to speak in SAE</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>respond non-verbally and copy actions of others, e.g. watch others as they put books and bags away</li> </ul>	<ul style="list-style-type: none"> <li>communicate intent through gestures and single words, such as saying 'Finished' to indicate they have finished a task, or holding up their book/work to check it is the right one</li> <li>respond to questions</li> <li>communicating with gestures and sometimes with single words such as 'Yes', 'No' or 'Nothing' while shrugging shoulders, or other home language gestures</li> </ul>	<ul style="list-style-type: none"> <li>start to communicate in SAE with SAE speaking peers in social or learning activities by suggesting or directing action, e.g. 'Play football?', 'We go ...', 'Your turn', 'Come here'</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>convey short messages with a few connected words and ideas, e.g. 'It too hot, Miss', 'We lunch now?', 'What we do?'</li> </ul>	<ul style="list-style-type: none"> <li>participate in face-to-face conversations with support from a sympathetic listener, e.g. rely on gestures and wait time</li> <li>suggest and make requests, give information and instruction or command action, e.g. 'Let's go outside', 'Can we go to drama room', 'Come here'</li> <li>begin to transfer, combine and add to learned vocabulary and sentence structures, e.g. 'I have new phone...', 'Yeah, I now many new friend'</li> </ul>	<ul style="list-style-type: none"> <li>participate in face-to-face interactions about social topics beyond immediate needs, e.g. talk about new friends, their names and their class, or sports team</li> <li>initiate and manage interactions through conversational formulae, e.g. 'What you do on weekend?', 'Really?', 'Then what, Miss?'</li> <li>give short, prepared talks, e.g. recount weekend activities, retell actions and events in a story or sequence</li> <li>use phrases and sometimes full sentences but find questions directed to them during and</li> </ul>	<ul style="list-style-type: none"> <li>initiate social exchanges and interact in a range of social and learning situations using SAE at a near normal pace, with fluency</li> <li>participate successfully in group discussions and tutorials, provided that this is on a familiar topic, using communicative strategies, e.g. when entering a conversation correctly/joining a group, greet people by name, Hi/hey depending on situation and asks questions such as 'Where</li> </ul>	<ul style="list-style-type: none"> <li>use SAE in a range of contexts across the learning areas with some grammatical inaccuracies and repetitions, e.g. 'The purpose of the experiment were to... melt the ...the wax and record the temperature...'</li> <li>recall and recount main ideas and details, e.g. identify main theme or issue in novel or documentary with some detail</li> <li>negotiate topics and scope of learning with the teacher and others, e.g. to change topic or focus of</li> </ul>	<ul style="list-style-type: none"> <li>use spoken language effectively and mostly correctly, showing an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings, e.g. pause for effect and speaks in connected phrases that flow due to using connectives and other referencing devices</li> <li>speak at a normal rate of speech</li> </ul>	<ul style="list-style-type: none"> <li>keep up with unpredictable interchanges due to having a broader SAE academic vocabulary, experience with classroom discourse and a high level of SAE proficiency</li> <li>substantiate arguments, express complex ideas independently with elaboration on a particular literary/academic theme/issue, and handle questions appropriately, e.g. 'Terrorism is a new and frightening concept for</li> </ul>	<ul style="list-style-type: none"> <li>take part in extended discourse fluently and spontaneously on a range of topics, showing their versatility of expression</li> <li>interact fluently and competently with SAE language speakers</li> <li>use SAE for complex problem-solving activities, e.g. resolving complaints, such as coming up with ideas to improve integration of all students in school</li> <li>contribute effectively to complex discussions such as mental health or drug use</li> </ul>

<ul style="list-style-type: none"> <li>or to know which books to take out</li> <li>sometimes join in structured routine and classroom activities, e.g. copy others' parts of role plays but not necessarily with comprehension</li> <li>have short concentration spans and are likely to tire easily</li> <li>speak in home language to peers and bilingual teachers if they share the same language</li> </ul>	<ul style="list-style-type: none"> <li>imitate and repeat words and phrases and rely on a supportive interlocutor to interpret meaning</li> <li>join in echo reading activities, e.g. stanzas from known poems, copying movements and gestures</li> <li>name familiar items and people, e.g. book, laptop, canteen</li> <li>describe own and others' illustrations with isolated words</li> </ul>	<ul style="list-style-type: none"> <li>ask for things using single words and learned phrases, e.g. 'Give it to me', 'Don't do that'</li> <li>participate in joint, repetitive classroom language production, e.g. learned raps, songs, short bits of dialogue from shared reading or language experience</li> <li>respond verbally and non-verbally to directions and questions, e.g. shrugs shoulders, 'Don't know'</li> <li>continue to use gestures and actions with words to communicate, e.g. holds/points to a book 'This one, Sir?'</li> </ul>	<ul style="list-style-type: none"> <li>retell a story or recount an event in sequence using learnt sentence patterns and visual support, e.g. through PowerPoint, diagrams, props</li> <li>participate in role play of structured social and transactional situations to practise specific language constructions, e.g. to practise buying something from the canteen, borrowing from the library/computer lab, giving instructions</li> <li>begin to contribute suggestions to group-negotiated texts</li> <li>respond to simple <i>what</i>, <i>when</i>, <i>how</i> and <i>why</i> questions about learned content</li> <li>give reasons for action with contextual support, e.g. says 'I use computer... to look for more like this one...'; hold up image/copy of text</li> </ul>	<ul style="list-style-type: none"> <li>after a presentation difficult to respond to quickly or succinctly combine and expand simple phrases to ensure topic of talk in social and learning situations is relevant and comprehensible but may be fragmented, e.g. 'Sun is made of gas, and earth has air and water, and moon is no water and no air'</li> <li>negotiate simple transactions, e.g. request a timetable, ask to use a computer</li> <li>begin to ask and answer personal and subject-specific questions, sometimes in fragmented chunks, e.g. 'Where your country?', 'In my old school, no ask teacher questions'</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, e.g. 'This pollution... big problem for this country...'; 'In my country... not so big problem'</li> <li>answer prepared questions and some unprepared questions about learned content</li> <li>may show evidence of home language background knowledge in verbal and nonverbal communication, e.g. make connections with concepts understood in home language through formal learning or personal experience such as the distribution and movement of people</li> <li>participate with peers in home language and in SAE in supported small-group tasks</li> <li>sometimes interpret SAE to other home language speakers</li> </ul>	<ul style="list-style-type: none"> <li>are we up to? Who is taking notes?'</li> <li>initiate exchanges about learning tasks/activities with SAE peers</li> <li>participate in small-group tasks using SAE to disagree, clarify and confirm, e.g. 'That's a good idea', 'Do you mean...?', 'What about...?'</li> <li>offer suggestions, e.g. 'I think we should talk about...'</li> <li>and contribute ideas and some detail in group and class tasks</li> <li>give a short, prepared talk on a familiar topic in classroom talk, with a few subject-specific terms</li> <li>give and justify opinions if given a supportive environment by giving reasons, e.g. 'I don't think we should have so many holidays. We forget what we learned and need to start all over again'</li> <li>ask and answer questions about learning content to develop their understanding and clarify their thoughts, e.g. 'Sir, what's that mean? I don't get it.' 'I mean, you know, if Earth spins so fast, why we don't fall off?'</li> <li>create and recite poetry, songs, raps and lyrics to express feelings and experiences</li> <li>report back on learning tasks with some support using subject vocabulary and appropriate verb types, e.g. uses <i>is</i>, <i>are</i>, <i>have</i> when explaining a process, e.g. 'Gas is the product of a liquid being heated ...the gas parts (particles) get energy'</li> </ul>	<ul style="list-style-type: none"> <li>assignments, change the timeline due to other work commitments</li> <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> <li>interact and negotiate with peers and others in planning and presenting a project or special event</li> <li>talk around a topic to compensate when vocabulary is not known, e.g. 'That sticky green stuff (substance) we used to mix vinegar...'</li> <li>use SAE to construct a simple hypothesis or generalisation, e.g. 'I think the idea of 'back burning' before it gets too dry makes sense'</li> <li>give an oral summary of the theme of a novel or current affairs issue studied using prepared notes</li> <li>conduct an interview from a pre-prepared list of questions</li> <li>give a short, prepared formal report, e.g. report back on a group task and answer some questions</li> <li>interpret SAE to other home language speakers</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate volume of voice for the occasion</li> <li>engage a listener's attention, e.g. through varying facial expressions, use of gestures and exaggerating intonation, or stress on a sentence, word or syllable</li> <li>paraphrase short texts, 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>clarify tasks, goals and time limits in group activities</li> <li>answer most questions on a prepared talk</li> <li>request and accept opinions, e.g. 'What do you think about the latest rise in youth crime?', 'Can I practise my oral presentation?'</li> <li>organise and present a short talk with fluency, e.g. use notes or PowerPoint for support</li> </ul>	<ul style="list-style-type: none"> <li>many older people in the western world. Many have survived WWII and other wars since... How do they make sense of terrorism? That's a good question; our group came up with this...'</li> <li>manipulate sociocultural references and subtle innuendo, e.g. a student who is planning to get someone to do their assignment for them says to their friend 'I've found a way to get some 'extra help' with my assignment'</li> <li>successfully engage in problem-solving activities, such as coming up with original ideas and accepting others' ideas</li> <li>initiate and present arguments to support a point of view/discussion, drawing on learned SAE cultural contexts, e.g. 'I can see your point, but there is evidence that...'</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate language to convey precise and exact meaning, e.g. 'When a young person has both a drug problem and a mental health problem, it is called a dual diagnosis (DD)'</li> <li>conduct interviews competently and confidently, are prepared and can handle impromptu questions</li> <li>explain and evaluate ideas, concepts, issues or processes</li> <li>use questions to gain information, change discussion and introduce new ideas</li> <li>lead a project activity, take responsibility for specific roles and follow through</li> <li>pose hypotheses and formulate questions about abstract issues, e.g. development versus conservation</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>	<b>Socio-cultural understandings Level 7</b>	<b>Socio-cultural understandings Level 8</b>
<ul style="list-style-type: none"> <li>may not understand that interacting with the teacher is an expected school behaviour due to different expectations in their own culture, e.g. avoiding eye contact and being quiet as a sign of respect</li> <li>may not understand the expectations of classroom behaviour, e.g. not to wander in and out of the room, sleeping in class</li> <li>may not understand the conventions of school behaviour, i.e. are still learning about the role of the teacher and their role as students in class</li> </ul>	<ul style="list-style-type: none"> <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>participate in routine social interactions, e.g. 'Morning, Miss', 'Bye, Sir'</li> <li>make tentative attempts at polite requests using statements instead, e.g. says 'Pen, Miss' to request a pen, which may be perceived as rudeness but actually indicates level of language ability and</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate classroom language behaviour, e.g. take turns listening and speaking, use appropriate voice volume, raise hand in a group</li> <li>understand classroom courtesies, e.g. request permission to leave the classroom by saying 'Toilet, Miss'</li> <li>imitate classroom social behaviours, e.g. sit with others in a group, partner with a peer, collaborate with others to complete group projects, begin to take turns in listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>are becoming aware of when to use SAE in appropriate contexts, e.g. be aware that using home language in the presence of others who do not understand may be considered rude</li> <li>follow classroom social behaviours, e.g. sit with others in a group, partner with a peer, collaborate with others to complete group projects, take turns listening and speaking</li> <li>are aware of when to use SAE and when to use home language, e.g. when to 'code switch' depending on audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate SAE for familiar informal/social situations, e.g. taking turns, affirming, suggesting and apologising</li> <li>begin to understand that some words and expressions are considered complimentary, e.g. 'Good job', or rude in SAE, e.g. 'He is fat'</li> <li>begin to use code switching for more impact, e.g. at school assembly or other events where other home language speakers are present</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> </ul>	<ul style="list-style-type: none"> <li>use SAE politeness conventions, such as use formal and informal social language appropriately, such as to open and close an interaction, give a message, interrupt, take leave, e.g. 'Excuse me' to an adult, 'Hey/um' to a friend, 'Goodbye' or 'Pleased to meet you' to an adult, 'Bye/see ya' to a friend</li> <li>demonstrate an awareness and growing control of register in the creation of their spoken texts, e.g. use appropriate register for different situations, such as use of polite register when speaking to unfamiliar adults</li> </ul>	<ul style="list-style-type: none"> <li>use and apply some cultural protocols, behaviour and appropriate SAE in formal and informal language situations, e.g. target choice of language and change talk to accommodate talking to teacher versus a peer, presenting to an audience of dignitaries versus to a group of peers</li> <li>identify, discuss and compare some cultural differences in communication behaviour and protocols, e.g. identify some non-verbal language behaviours, such as body distance, gesturing to indicate another's turn, folding arms, sitting</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate SAE 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>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</li> </ul>	<ul style="list-style-type: none"> <li>adapt some of their language to listeners' needs, e.g. may use some home language references/metaphors if a large part of audience shares same home language or use other cultural references if other cultural groups are present</li> <li>discuss the significance of cultural perceptions to their own lives and the lives of others, e.g. 'In our culture, we believe... but in other cultures, they believe...'</li> <li>tactfully describe human similarities/differences, e.g. through gender, ethnicity and culture e.g.</li> </ul>	<ul style="list-style-type: none"> <li>show good control of a wide range of registers and some idiomatic and colloquial expressions</li> <li>express thoughts and feelings by using allusions and making jokes</li> <li>target language to their audience, using cultural references with lessening support</li> <li>use SAE modality successfully to achieve assertiveness and politeness</li> <li>use non-sexist, non-racist vocabulary appropriately</li> <li>incorporate intentional and precise cultural, metaphorical or humorous references in speech, e.g.</li> </ul>



<ul style="list-style-type: none"> <li>observe and imitate social classroom behaviours, e.g. copy actions of others in learning activities, join others in a group</li> <li>imitate required SAE behaviours across different learning contexts, e.g. sitting quietly in library, looking at, choosing and borrowing library texts and equipment</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, clicking to indicate disapproval or understanding</li> </ul>	<ul style="list-style-type: none"> <li>lack of socio-cultural knowledge</li> <li>use non-verbal actions and behaviours to gain attention and support from teacher and peers, e.g. physical gestures to the teacher to approach them, raise their hand, mime writing with a pen to request a pen</li> </ul>	<ul style="list-style-type: none"> <li>exchange simple greetings appropriate to the time of day, e.g. 'Good morning'</li> <li>show awareness that SAE uses courtesy phrases, e.g. 'Excuse me', 'Please' and 'Thank you'</li> <li>use appropriate address forms, e.g. 'Miss' or 'Mrs Y' rather than 'Teacher'</li> <li>attempt to use SAE in contexts requiring SAE, e.g. with SAE peers and teacher/s</li> <li>demonstrate an emerging awareness of differences between spoken SAE and home language/dialect, e.g. may say 'This sounds like ... in my language'</li> </ul>	<ul style="list-style-type: none"> <li>make use of SAE conversational formulae and non-verbal communication to initiate and attempt to sustain interaction with others (sometimes inappropriately or too often), e.g. 'Excuse me', agreement fillers, 'Um', 'Mmm', smiling, pointing</li> <li>use SAE social gestures in appropriate contexts, such as shaking hands, holding open door, waiting for others to exit before entering and offering older people/people with disabilities a seat</li> <li>recognise that some words, gestures and intonations may be inappropriate or unsuitable in certain contexts, e.g. using swear words in a formal assembly, poking tongue at others, chanting in sing-song fashion at other students, calling out</li> <li>begin to understand that some teacher questions require more than nup/yeah responses</li> </ul>	<ul style="list-style-type: none"> <li>identify contexts in which formal or informal spoken texts are appropriate</li> <li>use SAE and home language in appropriate contexts</li> <li>have a growing awareness of English stress and intonation, although this is not always reproduced accurately</li> </ul>	<ul style="list-style-type: none"> <li>ask questions and respond successfully in a wide range of social and some academic contexts, e.g. (T) 'How was your holiday, Jerome?' (S) 'We had the best time, Sir; we went to Broome and then ...', OR (T) 'How did you work out the volume?' (S) 'I copied the way we did it as a group and used ...'</li> <li>begin to understand that asking and explaining why or how you know something is encouraged in SAE learning contexts</li> <li>identify some features of formal and informal spoken texts</li> <li>discuss appropriate behaviour in certain situations and compare with their own culture</li> </ul>	<p>posture, style of dress and eye contact conventions</p> <ul style="list-style-type: none"> <li>begin to understand the need to provide background information for listeners in some situations, e.g. provide name and state reason or purpose for calling or visiting for people who don't know you</li> <li>begin to understand that proposing explanations for why things exist or happen and collecting evidence to test if explanation is true or not is important in SAE learning contexts</li> <li>begin to use some imagery and colloquialisms and cultural references, e.g. 'G'day, mate', 'He's a gun', 'He's as slippery as a piece of soap', 'He's a piece of work'</li> </ul>	<p>language to listeners' needs, e.g. respond by varying contents and length of talk</p> <ul style="list-style-type: none"> <li>discuss and use common SAE rules and expectations of conversation, e.g. assertiveness, how to interrupt</li> <li>use high-frequency SAE colloquialisms and metaphors appropriately in social and learning interactions</li> </ul>	<p>'Many people of Aboriginal descent prefer to...'; 'The LGBTIQ community...'</p> <ul style="list-style-type: none"> <li>use SAE cultural and metaphorical references in speech, e.g. the suburban sprawl, gateway to Asia, paradise</li> </ul>	<ul style="list-style-type: none"> <li>'If Australia is to retain its multicultural status, we need to embrace multilingualism. As the ad on SBS says, we're not mono-. We're multi. Multicultural, multilingual'</li> </ul>
<p>Language structures and features Beginning Level 1</p>	<p>Language structures and features Beginning Level 2</p>	<p>Language structures and features Level 1</p>	<p>Language structures and features Level 2</p>	<p>Language structures and features Level 3</p>	<p>Language structures and features Level 4</p>	<p>Language structures and features Level 5</p>	<p>Language structures and features Level 6</p>	<p>Language structures and features Level 7</p>	<p>Language structures and features Level 8</p>
<ul style="list-style-type: none"> <li>very occasionally repeat or 'mouth' SAE English words, formulaic language and phrases</li> </ul>	<ul style="list-style-type: none"> <li>use well-known SAE words, phrases and structures presented and practised in class for specific purposes, e.g. 'Hello, my name is ...'</li> <li>repeat simple repetitive sentence patterns, e.g. 'I like ...', 'I live ...'</li> <li>segment words into syllables, e.g. tap out syllables in own name, known words and new words, community name</li> <li>approximate SAE pronunciation of some words to be understood</li> <li>approximate initial sounds in words</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>use common vocabulary related to immediate needs for socialising and for learning, including nouns, verbs, pronouns, some adjectives, time and location words</li> <li>pronounce words clearly enough for understanding</li> <li>use simple grammatical patterns with variable accuracy to achieve and express their immediate communicative needs, e.g. 'I no like it', 'I like computer'</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>ask questions using some 'wh' words or turn statements into questions through rising intonation, e.g. 'Where you live?', 'You</li> </ul>	<ul style="list-style-type: none"> <li>use some learned question sentence starters, e.g. 'May I ...?', 'Can I ...?'</li> <li>construct own simple sentences using subject, verb, object word order</li> <li>use basic vocabulary, including some adjectives and subject terminologies and phrases</li> <li>start to use comparative and superlative adjectives, e.g. bigger/biggest</li> <li>use some familiar contractions and negatives, and plural and possessive endings</li> <li>use joining words such as and, or, but to construct compound sentences</li> <li>use some basic prepositions with inconsistent success, e.g. on/off, from/to, in/out</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>indicate past, present and future tenses through explicit time references, e.g. yesterday, tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>use SAE word order accurately to express ideas in some utterances across the learning areas, such as when giving an oral presentation on a topic learned, e.g. 'Today I will talk about erosion'</li> <li>use compound sentences and start to use basic complex sentences, e.g. using joining words such as because, if, when</li> <li>use learned subject area terminologies and phrases and experiment with simple grammatical forms, conjunctions and pronouns with varying success</li> <li>begin to construct questions using word order by 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 comparative and contrasting statements, e.g. 'I am bigger than Jack'</li> <li>use correct pronunciation for common words, such as pronouncing 2-4 syllable words with the stress on the correct syllable, e.g. <i>transformation</i>, <i>between</i>, <i>assembly</i>, but may mispronounce other words such as <i>veg/e/ta/ble</i> segmenting and pronouncing it as four syllables</li> <li>pronounce some complex consonant blends, e.g. <i>spr</i>, <i>_nked</i></li> </ul>	<ul style="list-style-type: none"> <li>use and adapt acquired SAE vocabulary from some complex to open-ended questions using vocabulary/ideas from the questions, e.g. (T) 'What are some of the main issues about using mobile phones in school?' (S) 'Lots of kids have grown up with this technology, which is the main way they connect with ... So when they are told not to use it, that is when ...'</li> <li>use compound and complex sentences with some success, e.g. 'Winds cause waves on the surface of the ocean and waterways, transferring some of its energy to the water'</li> <li>use a greater range of question forms, e.g. using auxiliary verbs or modal verbs, 'Is it sports day today?', 'Could I go to the library?', 'Is she angry?', 'Does this bus go to Casuarina?'</li> <li>use conditional statements and questions, e.g. 'If Mr. Graham starts shouting, I'm going to walk out'</li> <li>use a range of vocabulary to convey shades of meaning, e.g. good, fine, terrific, wonderful, excellent</li> </ul>	<ul style="list-style-type: none"> <li>use complex sentence structures with multiple clauses e.g. 'The documentary was told from the perspective of the German soldiers who were involved in holocaust retelling their experiences and the effects of...'</li> <li>use learned subject-specific vocabulary, e.g. 'A square is a quadrilateral, which has four equal sides and four equal angles'</li> <li>express simple relationships through comparisons and contrasts, e.g. using constructions such as <i>is more expensive than, is bigger than, is taller than, is more important than</i></li> <li>use technical vocabulary when reporting back on learning activities, e.g. 'We researched the native NT quandong fruit and found it contains high amounts of... and is also high in protein compared with most fruits'</li> <li>use a growing range of changes in intonations to differentiate between asking rhetorical questions or making statements for effect, e.g. <i>Now listen to this</i> or <i>Tell me you don't believe</i></li> </ul>	<ul style="list-style-type: none"> <li>use a range of conventional phrases for specific purposes, e.g. 'Would you mind if ...' or 'To sum up ...'</li> <li>speak clearly and pronounce most sounds correctly</li> <li>has a broad vocabulary, including technical and abstract terms</li> <li>accentuate intonation in phrases and stress on particular words and syllables in words to express feelings and emphasise main message</li> <li>use more technical and generalised terms when contributing ideas and participating in discussions about literary, interpersonal and informational texts, e.g. use general terms such as faith, courage, honesty, and technical terms such as photosynthesis, quadrilaterals</li> <li>use common colloquialisms confidently</li> </ul>	<ul style="list-style-type: none"> <li>use more complex structures in speech, e.g. 'She failed her first semester of classes because she partied too much and studied too little'</li> <li>pronounce most words correctly</li> <li>use a growing range of everyday and specialist vocabulary in all learning areas, e.g. <i>organisms, heredity, nucleus</i></li> <li>identify multiple meanings of many familiar words, e.g. <i>angle in English vs angle in Mathematics</i></li> <li>use abstract nouns, e.g. <i>ambition, aspiration, self-determination</i></li> <li>sometimes use passive voice correctly, e.g. 'The entire stretch of highway was paved by the crew'</li> <li>use a range of cohesive features in prepared talks using notes, such as conjunctions, e.g. <i>although, however, therefore, in fact, however</i> and referencing, e.g. replacing <i>whales</i> with <i>these huge mammals</i></li> <li>use some conditional forms, e.g. 'If I multiplied by 10, I would get ...'</li> </ul>	<ul style="list-style-type: none"> <li>use complex language structures and embedded language confidently, e.g. 'Despite the extremes of climate and the destructive elements of a harsh environment, a rich and interesting flora has developed in the tropical woodland'</li> <li>use formal conventions associated with public speaking, such as opening and closing a school assembly, or in a debate, introducing dignitaries or guest speakers</li> <li>use appropriate volume of voice for formal presentations</li> <li>use emotive and persuasive language structures and vocabulary confidently and effectively, e.g. 'The crime rate in our community is appalling. Racism brings shame on our community'</li> <li>use the range of modality effectively, e.g. <i>perhaps, may, clearly, obviously, must, should, have a right to</i></li> </ul>

		<p>got baby?’, ‘Where you go?’ ‘Where all the water go?’</p> <ul style="list-style-type: none"> <li>segment CVC syllables into separate sounds</li> <li>replace SAE sounds with similar home language sounds, e.g. <i>bideo</i> for ‘video’</li> <li>approximate SAE pronunciation of words and sounds with some home language influence, depending on the sounds and sound patterns they can perceive and produce, e.g. they may pronounce consonant blends as single sounds, such as ‘We pay’ for ‘We play’, dropping verb/noun endings such as ‘many cat’ for ‘many cats’ or pronounce words with a vowel between them and say <i>sigusty</i> for ‘sixty’</li> </ul>	<ul style="list-style-type: none"> <li>start to use verb tense changes, e.g. ‘Yesterday I goed’, ‘Tomorrow he go’</li> <li>use mostly comprehensible SAE pronunciation of words and sounds within words</li> <li>pronounce some blended SAE sounds to convey meaning e.g. <i>book/books, run/runs</i></li> <li>manipulate the sounds in words, e.g. changing the first sounds to create rhyming words</li> <li>substitute new words in learnt/modelled SAE patterns to create original utterances characterised by simplified language and varying grammatical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>use inconsistent subject verb agreement, e.g. ‘Erosion were caused when...’</li> <li>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>I am jumping, she jumping, was jumped</i></li> <li>attempt to use some modal verbs, e.g. <i>could, would, should</i></li> <li>use a greater range of contractions, e.g. <i>we’re, I’ll</i> and prepositions, e.g. <i>between, above, through</i></li> <li>use more subject, object and possessive pronouns, e.g. <i>he, him, his</i></li> <li>use articles to signal new and old information, e.g. ‘The new road will ...’, ‘Some people will ...’</li> <li>use imperatives, e.g. <i>mix the ..., cut the ..., open the ...</i> and select appropriate verb types such as <i>is, are, have</i></li> </ul>	<ul style="list-style-type: none"> <li>use some technical vocabulary accurately when talking about subjects across the curriculum</li> <li>use adverbs of manner to provide more details, e.g. <i>happily, sadly, softly</i></li> <li>include irregular past tenses with some consistency and begin to use perfect tenses</li> <li>use prefixes and suffixes to alter the meaning of a word, e.g. <i>fair/unfair, painful/painless</i></li> <li>use some cohesive devices, e.g. noun/pronoun references and time references such as <i>after that, then, finally, he, she, they</i></li> <li>use appropriate pronunciation and stress for related words, e.g. <i>read/read, breathe/breath, library/librarian</i></li> </ul>	<p>that. <i>Are they serious? Do you really...</i></p> <ul style="list-style-type: none"> <li>use correct stress placement on more abstract word families such as <i>nation, national and nationality</i></li> </ul>	<ul style="list-style-type: none"> <li>use common modals to express shades of meaning, e.g. <i>could, should, might</i></li> <li>use some relative clause beginnings in oral presentations, such as <i>who, that, which, in</i>, e.g. ‘<i>Nicki, who wrote the novel ... was at the shopping center last week</i>’ or ‘<i>The book, written by ...</i>’</li> <li>make variable use of abstract nouns, e.g. state: ‘<i>state of matter</i>’, or ‘<i>state, state of affairs</i>’</li> <li>use a range of modifiers, e.g. ‘<i>The math’s paper with all the graphs...</i>’</li> <li>use more complex text connectives, e.g. <i>unless, although, however</i></li> <li>use some text connectives to introduce and highlight points when presenting talks, e.g. <i>firstly, however, finally</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>	<b>Learning-how-to-learn Level 7</b>	<b>Learning-how-to-learn Level 8</b>
<ul style="list-style-type: none"> <li>attempt to connect what they see and hear with what they know in home language and use home language words</li> <li>watch, listen and use visual cues and gestures to support understanding in face-to-face situations</li> <li>watch carefully what others are doing and copy actions in activities, e.g. in songs, library time, lining up at canteen</li> <li>occasionally echo SAE words heard</li> </ul>	<ul style="list-style-type: none"> <li>use home language speakers to provide key SAE words and for clarification and translation</li> <li>watch teachers’ mouth as they model unfamiliar SAE sounds and attempt to copy</li> <li>join in reciting learned verses and stanzas of poems, raps and follow echo reading activities, approximating SAE rhythm and intonation to support language learning</li> <li>watch, imitate and try to interpret others’ speech</li> <li>use non-verbal strategies to elicit support from the listener, e.g. gestures, mime, eye contact</li> <li>expect others to interpret own gestures and words</li> <li>silently process thoughts in home language before uttering key SAE words to communicate</li> <li>repeat particular SAE words and phrases not knowing the meaning but liking</li> </ul>	<ul style="list-style-type: none"> <li>ask for clarification in home language</li> <li>ask SAE speaker to fill in words needed through gesture/pictures</li> <li>repeat or re-pronounce words after recognising non-comprehension by a listener</li> <li>practise and repeat words, sounds, phrases/short sentences</li> <li>ask for SAE words from bilingual speakers in first language</li> <li>imitate or borrow words and conversational fillers from other speakers, with limited understanding</li> <li>rely on SAE speakers to support and interpret their utterances</li> <li>need wait time to process their thoughts before responding</li> </ul>	<ul style="list-style-type: none"> <li>acknowledge and discuss the place of home language culture and language in the learning of a second language, i.e. begins to learn to draw on home language to help learn SAE and curriculum content</li> <li>ask for SAE words from the teacher when stuck</li> <li>hesitate in their flow of SAE as they translate from their home language/search for a known word</li> <li>mimic body language and facial expressions to enhance their SAE communication</li> <li>imitate and practise stress and intonation patterns</li> <li>borrow key words from previous speaker</li> <li>repeat or re-pronounce words after recognising non-comprehension by the listener</li> <li>memorise new words by repeating them to self</li> <li>practise correct pronunciation of words by sound, e.g. minimal pairs, subject vocabulary exaggerating movements of the mouth</li> <li>segment the sounds in longer words to clarify their speech</li> </ul>	<ul style="list-style-type: none"> <li>ask teacher for help in how to use SAE</li> <li>self-correct when aware they have made an error expressing themselves, e.g. correcting ‘<i>she’s hat</i>’ to ‘<i>her hat</i>’</li> <li>have a go using learnt SAE oral and reading vocabulary in presentations/interactions</li> <li>imitate the language rhythms/intonation of SAE speakers</li> <li>practise pronunciation, including word stress and phrasing, to improve oral fluency</li> <li>sometimes interpret SAE to other home language speakers</li> <li>make connections between new learning in SAE and home language knowledge, e.g. draw on knowledge of equivalent concepts or phenomena to support learning</li> <li>continue to utilise home language bilingual speakers for translation and clarification</li> </ul>	<ul style="list-style-type: none"> <li>use all available sources—internet, audio books—to broaden vocabulary and deepen comprehension</li> <li>plan and rehearse more formal spoken SAE to improve fluency and accuracy of oral language, e.g. they plan their content to ensure they know what they are going to say or read, to improve fluency of an oral presentation</li> <li>use language from new experiences, oral and written sources to improve impact of spoken SAE</li> <li>paraphrase back to check understanding</li> <li>practise taught academic language by using it in role play, drama activities, group and partner work</li> <li>continue to benefit from home language support</li> </ul>	<ul style="list-style-type: none"> <li>ask for support to interpret task requirements that contain unknown cultural references</li> <li>use a broad range of vocabulary, including fillers, to sustain conversation</li> <li>rehearse SAE presentations to enhance fluency and maintain interactions in SAE</li> <li>moderate their pronunciation, pace and emphasis so that they are understood in most situations, e.g. self-correct and attempt to reflect the pace and emphasis modelled to them</li> <li>practise final sounds in consonant clusters, e.g. to signify plurals/tense markers</li> <li>continue to benefit from home language support</li> </ul>	<ul style="list-style-type: none"> <li>seek and accept advice on strengths and weaknesses and identifies learning goals to improve interacting in SAE</li> <li>identify and practise ways to communicate effectively with a range of people from different groups</li> <li>rephrase to avoid difficult structures, e.g. talks around a topic to maintain communication and comprehensibility</li> <li>prepare notes, outlines and visuals, e.g. a PowerPoint to assist oral presentations</li> <li>continue to benefit from home language support</li> </ul>	<ul style="list-style-type: none"> <li>seek advice and identify opportunities to enhance their language learning, e.g. through extracurricular activities like debating, working in the school shop, taking drama classes</li> <li>ask for explanation of some more obscure cultural references</li> <li>check own interpretation by paraphrasing, e.g. ‘<i>Do you mean that ...?</i>’</li> <li>link and relate own ideas to those of others, e.g. ‘<i>You know when you said ...</i>’</li> <li>predict what a speaker is going to say, e.g. by finishing the sentence</li> <li>identify and develop strategies for more effective communication with others from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>identify and develop higher-level strategies for effective communication with other cultures, e.g. adjusts body language, gestures, dress and vocabulary so communications are accessible and appropriate to audience</li> <li>study videos to observe SAE body language used in different situations, e.g. job interviews, meeting someone for the first time, comedy</li> <li>discuss use of subtle SAE cultural references with teacher to confirm understandings and improve interactions</li> <li>plan and reflect on feedback to improve interactions in SAE, e.g. reflect on learning goals or agreed criteria from assessment tasks</li> </ul>



	<p>the way they 'sound', e.g. <i>gluestick</i>, '<i>rule a margin</i>'</p> <ul style="list-style-type: none"> <li>• echo words and phrases and sometimes imitate others in both word and sound production</li> <li>• may still be silent for long periods while acquiring language</li> </ul>		<ul style="list-style-type: none"> <li>• utilise home language bilingual speakers for translation and clarification</li> </ul>						
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# NT EAL/D Learning Progression; Reading and Viewing – Years 7 to 12 – 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	Level 7 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. 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 predictable and decodable SAE texts on familiar topics connected to classroom learning. They understand directly stated information and express opinions and reactions about their reading and viewing, with support.</p> <p>Students understand that texts are written for an intended audience, with a purpose. They demonstrate some understanding of cultural references and inferences, with support.</p> <p>Students cue into predictable SAE text organisation and follow some referencing and simple sequencing, reading compound and basic complex sentences.</p> <p>Students are starting to actively use basic self-monitoring strategies, such as pausing and reading on, and are using word- and sentence-level strategies to support reading. They will benefit from home language support.</p>	<p>Students at L4 are beginning to read, view and comprehend a range of moderately complex SAE texts for particular purposes.</p> <p>Students are beginning to identify cultural references and make inferences and are developing some critical literacy skills.</p> <p>Students are beginning to comprehend, through their understanding of moderately 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, 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>	<p>Students at L7 competently read sophisticated factual and literary SAE texts and justify own reading of texts. They interpret abstract ideas and critically evaluate information in texts across the curriculum.</p> <p>Students interpret key SAE cultural attitudes, beliefs, values and humour and how these reflect authors' views and biases in texts.</p> <p>Students recognise and interpret sophisticated SAE language structures and features. They identify extensive vocabulary, including subject-specific vocabulary, to respond to the analysis of texts.</p> <p>Students effectively monitor own understanding when reading and reflect on texts for relevance, own enjoyment or to challenge a view.</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>	<b>Communication Level 7</b>
<ul style="list-style-type: none"> <li>begin to show interest in books and audio visual texts</li> <li>have limited SAE and may not speak in home language or SAE for some time</li> <li>may have had limited experiences and exposure to texts and literature in any language, e.g. may not have had books read aloud to them</li> <li>may have learned how to read and write phrases in English, e.g. in a refugee camp school, but cannot read back to the teacher</li> <li>may not know that visuals in readers can support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>rely on oral language to underpin their reading</li> <li>begin to recognise environmental print in school/familiar context, e.g. office, library</li> <li>start to take an interest in books, particularly narratives, and start to interact with simple readers, e.g. look at pictures/images and sit with peers and talk in home languages about the text</li> <li>begin to understand, with explicit teaching, that the spoken word can be expressed in written symbols and that print as well as images carries a</li> </ul>	<ul style="list-style-type: none"> <li>rely on oral language taught and explicit teaching to underpin their reading</li> <li>read back jointly constructed texts based on shared experiences but rely on teacher to 'rescue' them when reading falters</li> <li>gain most meaning from their own and class experimental writing, e.g. captions and texts jointly constructed</li> <li>participate actively in shared reading activities with predictable and familiar texts, with visual support, e.g. readers and information texts</li> </ul>	<ul style="list-style-type: none"> <li>may choose to read home language books for independent reading and for reference</li> <li>show comprehension of texts through the construction of diagrams or images</li> <li>read within the context of something that has been taught</li> <li>respond personally to texts read or viewed, e.g. show surprise, disapproval or interest through facial expressions, scoffing, laughter</li> <li>extract information from simple texts when scaffolded with focussed</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, short levelled readers and short informational reports on familiar topics supported with images, diagrams and graphs</li> <li>begin to learn content and ideas from a range of texts read and viewed across subject areas, with contextual and visual support, e.g. recall and describe a main event or locate information in familiar texts that tells</li> </ul>	<ul style="list-style-type: none"> <li>get the gist of factual and procedural texts on familiar topics in subject areas but for more detailed understanding, will need support, e.g. teacher referring back to background of the topic, introducing text structure, eliciting and supplying vocabulary</li> <li>distinguish between fact and opinion when listening to texts read and viewed</li> <li>extract information from an unfamiliar text, e.g. identify main idea and with support, identify new information</li> </ul>	<ul style="list-style-type: none"> <li>read and comprehend a range of moderately complex informational and creative texts that do not assume significant cultural knowledge</li> <li>gain essential information and comprehend straightforward factual texts, popular newspaper, magazine and digital texts</li> <li>read for pleasure simply structured prose, literature and other texts that do not assume significant cultural knowledge</li> <li>skim and scan to get the gist of the content of short, simple school texts such as arguments and</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 such as authentic, non-technical factual texts on topical issues, or age-appropriate topics such as celebrities, music or fashion that are not culturally overladen</li> <li>read for pleasure, e.g. short stories, novels, magazines, informative texts of favourite sports, word games or online articles but may not be able to follow and hold</li> </ul>	<ul style="list-style-type: none"> <li>read and view a range of lengthy, moderately complex texts intensively for a range of purposes such as to be informed or kept up to date either socially or for academic purposes, e.g. view current affairs television programs or research websites</li> <li>read and comprehend straightforward tasks, e.g. 'Why was the flooding of the Nile essential to the development of civilisation in Egypt?'</li> <li>read and interpret the demands of more complex tasks with</li> </ul>	<ul style="list-style-type: none"> <li>read a wide range of sophisticated factual and literary texts in their area of interest and chosen specialist subject areas</li> <li>interpret complex task instructions, e.g. dual-purpose instructions requiring creative use and manipulation of genres in larger text types</li> <li>interpret most texts at the inferential level but may need support with texts that require a high level of socio-cultural understanding</li> <li>identify and distinguish between main and sub-themes or plots in factual and literary texts</li> </ul>

<p>and decoding of written text</p> <ul style="list-style-type: none"> <li>begin to gain information from illustrations and images</li> <li>begin to respond to simple narratives and expositions clearly articulated at a slow pace and supported with gestures, intonation, illustrations, diagrams and repetition</li> <li>attempt to follow gist of film or television through interpreting body language and action seen on screen</li> <li>recognise own name in print</li> <li>recognise some common symbols/graphics, e.g. McDonald's sign, toilet sign</li> </ul>	<p>message, e.g. in jointly constructed texts and shared reading and viewing activities</p> <ul style="list-style-type: none"> <li>comprehend and respond to short, simple texts in SAE, relating home culture, knowledge and experience</li> <li>show personal response to texts read and viewed through non-verbal communication, e.g. make known their excitement or interest, disapproval or dislike of an event or an action through facial expressions and gestures and body language</li> <li>memorise and echo short, learnt, repetitive texts, e.g. joins in raps, rhymes, sections of dialogue from a well-known text read or viewed</li> <li>join in and complete activities around a class text read or viewed such as in drama, drawing and painting, with support</li> <li>sequence images or diagrams from shared experiences or processes that have been taught, with teacher providing oral prompts and asking questions to draw out understanding</li> <li>recognise high-frequency, familiar visual texts, e.g. timetables, rosters</li> <li>participate in shared reading activities</li> <li>read symbols that depict an object, a feeling or an action, e.g. a smiling face or picture of a hamburger to represent lunch</li> <li>recognise some high-frequency SAE printed words, environmental print, signs, letters, numbers</li> <li>may recognise some letters in their own name</li> </ul>	<p>designed for older EAL/D learners, but comprehension may be limited</p> <ul style="list-style-type: none"> <li>show comprehension of ideas and vocabulary learned through well-known texts, e.g. acts out an event or a process, draw diagrams showing a process, draw pictures of an event or correctly sequence and match images/diagrams from a text</li> <li>begin to read short, simple texts, with support e.g. re-read a familiar text that has been read in class</li> <li>reconstruct simple sentence strips from a shared experience text</li> <li>answer literal questions through recalling specific information from texts read and viewed</li> <li>comprehend written instructions and directions supported with visuals, e.g. sign saying <i>wash your hands, turn off the lights</i></li> </ul>	<p>questioning, e.g. 'What's Alice's 'Big Problem?', 'Who helped ... escape?', 'How did ... escape?', 'What do you think will happen?', 'What happens next?'</p> <ul style="list-style-type: none"> <li>read and follow steps in simple procedures and instructions, with clearly articulated instructions using signposts such as 'First, turn on the ...', 'Second, type in ...', 'Draw ...', and 'Write ...', 'Add ...'</li> <li>read short, simple texts with repetitive subject-verb-object sentence structure</li> <li>sequence jumbled sentence strips from texts read and viewed, e.g. topic sentences of different text types such as 'The big freeze ...' or 'On the holidays ...'</li> </ul>	<p>about a main event or idea</p> <ul style="list-style-type: none"> <li>recall or locate information in familiar texts about location and time</li> <li>recall and retell sequence of a story, a process or a series of events</li> <li>show understanding of concepts and content in fictional and non-fiction texts read and viewed</li> <li>begin to make inferences about what went before in familiar texts read and viewed, with support</li> <li>show personal response to texts read and viewed, e.g. display sympathy, empathy, agree or disagree</li> <li>predict outcome of plot or real event, drawing on content and ideas taught across the learning areas</li> <li>respond to cues from simple task instructions and questions, e.g. 'Match the ... to the ...', 'Is this true or false ...?', 'How did ... find out about the ...?'</li> <li>recall the sequence of a story, process or a series of events, e.g. rearranges parts of texts/illustrations in sequence</li> <li>read digital texts, sentences/captions to illustrations, diagrams</li> </ul>	<ul style="list-style-type: none"> <li>identify and arrange a sequence of events from texts read and viewed across the learning areas</li> <li>make connections between ideas and information when they are stated directly and occur close together, e.g. link cause and effect</li> <li>read and view a range of predictable texts connected to classroom learning, relying on contextual support, e.g. background knowledge, familiar text types, visuals and introductions to texts for comprehension</li> <li>express opinions about characters and events in texts read or viewed, e.g. 'Alice is angry with ... because...', or 'The first Fleet arrived in .... Then after that ...'</li> <li>read and retell ideas from well-known texts or a text on a familiar topic or experience</li> <li>follow relationships in texts marked by explicit cohesive devices such as <i>but</i> and <i>the</i> and rely on lexical items such as 'into the future', 'three years ago' to comprehend time reference</li> </ul>	<p>persuasion, e.g. texts on pollution or whaling that are not too reliant on cultural content</p> <ul style="list-style-type: none"> <li>interpret straightforward mainstream tasks/test questions clearly signalled by linguistic cues, e.g. 'What is the main difference between sandstone and conglomerate?'</li> <li>express opinions about texts they read or view with some explanation</li> <li>distinguish between the main idea and supporting detail</li> <li>identify the sequence of ideas/information in text/illustrations</li> <li>make connections between ideas and information in a text</li> <li>locate main ideas by identifying topic sentences</li> <li>take notes from simple texts such as newspaper reports, an extract from a textbook or online research, with support, e.g. using a graphic organiser for note taking</li> <li>access main theme and sub theme in English literature, e.g. through reading and viewing abridged versions of texts and films but will struggle with the load of unknown vocabulary and cultural references without support</li> </ul>	<p>meaning of lengthier texts</p> <ul style="list-style-type: none"> <li>comprehend beyond the literal level and get the gist of more complex and abstract texts, such as technical/analytical texts on unfamiliar topics, e.g. understand main and subsidiary ideas in learning area texts</li> <li>start to read analytical texts that explain and explore themes but may still have difficulty comprehending content in specialist subject areas, e.g. ancient history, economics, legal studies</li> <li>may still rely on abridged versions of novels and films of English literature texts</li> <li>process some information from moderately complex texts, e.g. recall, organise and summarise main ideas</li> <li>draw conclusions and make choices and decisions based on information and data from more than one text</li> <li>extract and manipulate key relevant ideas and information from a text for problem solving, e.g. solving maths problems</li> <li>engage with multiple web sites/posts on the same topic to evaluate and construct their own meaning from what they read</li> </ul>	<p>support, e.g. 'Write a journal extract that John Smith might have written living in the 19th Century'</p> <ul style="list-style-type: none"> <li>contribute to class/group discussion of texts</li> <li>discuss a story's characters, motivations, mood and setting</li> <li>take notes from texts read that identify and interpret the main ideas, issues and plot developments, as well as supporting details and quotations that may be used to justify an opinion or response</li> <li>make connections between ideas and information in a lengthy text and draw conclusions</li> <li>reflect on the purposes of different types of texts and read a range of texts, including imaginative literary texts and informative texts, e.g. longer, more complex illustrated sequential explanations, such as reports, life cycles and flow charts</li> <li>hypothesise about the author, ideas, events and characters, using evidence from the text</li> <li>give an opinion of a text and compare with others to 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> <li>order the events, ideas and information in texts to facilitate analysis</li> <li>may refer to a translated novel, film and abridged version in the study of literature</li> </ul>	<ul style="list-style-type: none"> <li>locate and organise information from a range of sources, including the internet, and can identify reference items across complex sentences and in lengthy, complex texts</li> <li>explain abstract ideas and information from non-fiction and literary texts across the curriculum to support a point of view</li> <li>critically evaluate information from given texts with reference to validity and quality, e.g. critical features of arguments, newspapers, magazines, advertising material</li> <li>summarise and discuss viewpoints represented within and between texts, e.g. 'Text X focusses on A and ignores B, while Text Y considers B the most important factor ...'</li> <li>identify contradictions within a text</li> <li>critique author's stance</li> <li>discuss possible different interpretations and impacts of a text</li> </ul>
<p><b>Socio-cultural understandings Beginning Level 1</b></p>	<p><b>Socio-cultural understandings Beginning Level 2</b></p>	<p><b>Socio-cultural understandings Beginning Level 3</b></p>	<p><b>Socio-cultural understandings Level 1</b></p>	<p><b>Socio-cultural understandings Level 2</b></p>	<p><b>Socio-cultural understandings Level 3</b></p>	<p><b>Socio-cultural understandings Level 4</b></p>	<p><b>Socio-cultural understandings Level 5</b></p>	<p><b>Socio-cultural understandings Level 6</b></p>	<p><b>Socio-cultural understandings Level 7</b></p>
<ul style="list-style-type: none"> <li>may have limited understanding of the expectations of schooling and may not be able to 'tune in' to a teacher's body language</li> <li>may use home language when describing images, pictures</li> <li>copy what other students do, e.g. follow where they go, how they move around the room, how they interact with teachers</li> <li>show some response to the content of texts read and viewed, e.g. show enjoyment, surprise, dislike</li> </ul>	<ul style="list-style-type: none"> <li>show awareness that print has a consistent message, e.g. 'read' back class negotiated texts the same way each time</li> <li>show awareness that visual images support the text</li> <li>connect images and print from texts to those common to own cultural background, e.g. images of someone helping someone else, kids playing sport or older people in different settings</li> </ul>	<ul style="list-style-type: none"> <li>have some understanding of the purposes of reading, e.g. for enjoyment, to gain information</li> <li>have some understanding of the difference between fiction and non-fiction texts</li> <li>engage with visual images and interpret these at a literal and superficial inferential level, provided that these are not too reliant on cultural content</li> <li>relate own experience to text references in SAE, e.g. may comment 'We have story tellers. We have dance, ceremony'</li> </ul>	<ul style="list-style-type: none"> <li>talk about or indicate understanding that we read and view SAE texts for different purposes, e.g. for enjoyment, to find information or to connect with others for transactional or personal reasons</li> <li>connect SAE texts with knowledge of stories in their home language, e.g. ghosts, spirits, fables, explanations of phenomena</li> <li>develop understanding of cultural references in English language texts, with support, e.g. a</li> </ul>	<ul style="list-style-type: none"> <li>identify the basic purpose and likely audiences of different texts, e.g. magazines, comics, films, television series</li> <li>recognise different origins of stories, e.g. know some written stories are passed down from oral stories from a long time ago and some are made up</li> <li>begin to understand that fiction and non-fiction texts are written by authors and that 'real life' stories may also be actors portraying real events and people</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. narratives, recounts, procedures, explanations, and electronic texts such as email and blogs, and functional texts such as invitations</li> <li>are beginning to understand that the attitudes and behaviours depicted by actors in fictional texts are not their own and that the events shown are staged</li> <li>understand some cultural content and attitudes in</li> </ul>	<ul style="list-style-type: none"> <li>identify a writer's implied stance, e.g. through their use of words with a negative/positive connotation instead of neutral words</li> <li>may experience difficulty discriminating literal meaning from implied meaning, subtle references, innuendo and sociocultural references in texts</li> <li>respond to different cultural attitudes and practices, e.g. start to ask questions and make comparisons about attitudes and behaviours expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identify text purpose and key aspects of text types, e.g. narrative theme, plot and resolution</li> <li>distinguish opinion from fact in age-appropriate literature, online information and high-interest texts, e.g. sports information, trends in electronic devices, fashion, current affairs</li> <li>draw inferences and discern author's point of view and intent, with support, if not too nuanced or culturally embedded</li> <li>draw inferences from texts, such as following</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 or factual news reports</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>	<ul style="list-style-type: none"> <li>identify an author's attitude and world view from a text, e.g. a writer with a pessimistic outlook on human nature</li> <li>recognise some key cultural attitudes, beliefs and values that underpin issues and language used in texts, e.g. 'the quarter-acre block', 'the one day of the year'</li> <li>identify and respond to subtleties of humour, e.g. sarcasm, irony, irreverent wit, sardonic humour</li> <li>recognise less common idioms and metaphors</li> <li>understand the different perspectives and</li> </ul>



<ul style="list-style-type: none"> <li>understand they need to sit, look and listen while texts are read and viewed</li> <li>treat printed material with respect</li> </ul>		<ul style="list-style-type: none"> <li>may prefer to 'read' or view non-fiction texts</li> </ul>	<p>person holding a cake with candles</p> <ul style="list-style-type: none"> <li>becoming aware of classroom expectations and the importance of reading and viewing SAE texts to support learning</li> </ul>	<ul style="list-style-type: none"> <li>understand that their opinions of texts are encouraged in SAE learning contexts</li> <li>recognise differences between SAE language texts and texts in home languages that use the same script</li> </ul>	<p>texts, with support, e.g. farm life, historical settings, family and friendship, scientific knowledge</p> <ul style="list-style-type: none"> <li>infer understandings of characters' behaviours and feelings in texts read and viewed, with support</li> <li><a href="#">begin to draw inferences and distinguish opinion from fact</a></li> <li><a href="#">begin to develop understanding beyond the literal level of text, using contextual clues to make meaning</a></li> </ul>	<ul style="list-style-type: none"> <li>show awareness that all texts are produced by writers who intentionally select information, images, sound and language to achieve a desired effect</li> <li>identify types of written and visual texts across cultures, e.g. folk stories</li> <li>understand that photos and videos of 'real' things can represent fictitious ideas and stories</li> <li>infer feelings of characters in texts by responding to mood and emotions and author's language choices</li> <li>identify unfamiliar cultural references and ask for meaning, e.g. 'he crossed his fingers', 'she caught the bride's bouquet'</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>	<p>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 or why lions leave their hunting ground</p> <ul style="list-style-type: none"> <li>have an increasing understanding of common English idioms, e.g. 'skating on thin ice'</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>describe how shades of meaning are expressed through choice of synonyms, e.g. 'strolled, walked'</li> <li>may need support in making inferences requiring cultural and real-world knowledge</li> </ul>	<ul style="list-style-type: none"> <li>identify and discuss text structures and social purposes of text types, e.g. myths, biographies, explanations</li> <li>discuss and infer purpose, audience and context of particular texts, e.g. <i>The Australian</i> versus the <i>NT News</i>, <i>NT Resident</i> versus <i>Darwin Festival</i></li> <li>distinguish between fact and opinion in moderately complex reading and viewing texts</li> <li>identify and discuss formal and informal styles and registers</li> <li>reference clues in texts to analyse and evaluate arguments and interpret the author's assumptions, beliefs or theories</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> </ul>	<p>organisational patterns of subject-specific texts, e.g. essays do not present new information in the concluding statement</p> <ul style="list-style-type: none"> <li>identify assumptions and contradictions in texts</li> <li>identify how the culturally based values and attitudes in texts reflect authors' views and biases</li> <li>identify the kind of reader assumed by the author of the text</li> <li>explain how a reader's cultural background may lead to misinterpretations of a text</li> <li>identify language used for concealment, e.g. evasion, jargon, ambiguity, politeness</li> <li>identify how argument in most formal SAE texts is linear and economic in fashion and compare with own culture</li> </ul>
<p><b>Language structures and features</b> <b>Beginning Level 1</b></p>	<p><b>Language structures and features</b> <b>Beginning Level 2</b></p>	<p><b>Language structures and features</b> <b>Beginning Level 3</b></p>	<p><b>Language structures and features</b> <b>Level 1</b></p>	<p><b>Language structures and features</b> <b>Level 2</b></p>	<p><b>Language structures and features</b> <b>Level 3</b></p>	<p><b>Language structures and features</b> <b>Level 4</b></p>	<p><b>Language structures and features</b> <b>Level 5</b></p>	<p><b>Language structures and features</b> <b>Level 6</b></p>	<p><b>Language structures and features</b> <b>Level 7</b></p>
<ul style="list-style-type: none"> <li>begin to develop concepts of print, e.g. the front and end of a text, that reading in SAE starts on the left-hand page before the right-hand page, that print in SAE goes from left to right and top to bottom and that when we read print, we need to follow every line</li> <li>begin to identify elements of books and e-books, such as the cover, title, and how they are accessed, e.g. turning pages, swiping the screen, using a cursor to navigate around a screen</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of print conventions, e.g. begin to understand the directionality of English print and trace under words with their finger or a pen to demonstrate this</li> <li>recognise some simple common text features in shared texts, e.g. common phrases or expressions, such as 'on the weekend', 'once upon a time'</li> <li>recognise the difference between letters and numbers</li> <li>understand the concept of a written word, i.e. a string of letters representing a unit of meaning</li> <li>develop 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 and isolate syllables</li> <li>identify a few SAE letters by name</li> <li>begin to recognise the difference between some uppercase and lowercase letters</li> <li>begin to link letters to pictures and to match sounds to letters, e.g. match the letter <i>d</i> to a</li> </ul>	<ul style="list-style-type: none"> <li>recognise and understand some high-frequency written cues, such as on school signs, directions and labels, and familiar content words, e.g. <i>bed</i>, <i>table</i>, <i>computer</i>, <i>chair</i></li> <li>recognise common question words, e.g. <i>what</i>, <i>who</i>, <i>did</i>, <i>can</i></li> <li>indicate an awareness of the purpose of punctuation, e.g. pauses at commas, full stops</li> <li>know the name and sound of most letters</li> <li>read short, simple sentences with mainly SV or SVO word order, decodable CVC words and learned high-frequency words</li> <li>begin to sound out short, phonically decodable words, e.g. can sound out CVC words (including consonant digraphs) such as <i>cat</i>, <i>shop</i>, <i>sing</i></li> <li>continue to develop correct pronunciation of phonemes in SAE when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>identify some differences between informative and imaginative texts through layout and topic</li> <li>read simple and compound sentences, recognising some sight words and some print conventions</li> <li>independently read some simple, structured texts with short, simple and some compound sentences, with visual support</li> <li>may be able to read some graphs, mathematical diagrams, chemistry formulae and labels if have had previous exposure to specific subjects in home language</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 river', 'a big storm'</li> <li>recognise many high-frequency words and familiar content words and word families, e.g. <i>cloudy</i>, <i>sunny</i>, <i>rainy</i></li> <li>begin to understand contractions</li> <li>begin to understand the function of capital letters,</li> </ul>	<ul style="list-style-type: none"> <li>read texts that contain compound and some basic complex sentences, such as 'If the egg falls, it will break' or 'When we finished, we went home'</li> <li>read with comprehensible pronunciation</li> <li>use some SAE reading terminology, e.g. title, headings, paragraph, page</li> <li>identify headings and blocks of text on screen in electronic texts</li> <li>understand some differences between informative and imaginative texts through layout and topic</li> <li>understand the purpose of graphs or diagrams in text</li> <li>identify sentences and paragraphs</li> <li>follow pronoun referencing within and across sentences</li> <li>use sight vocabulary that includes modal verbs and interest words from specific learning contexts</li> <li>understand adverbs of when and how, e.g. <i>after</i>, <i>slowly</i></li> <li>expand knowledge of sound-symbol relationships and spelling patterns that include vowels, e.g. 'magic e' or split digraphs, <i>igh</i>, <i>air</i>, and double-letter consonants</li> </ul>	<ul style="list-style-type: none"> <li>read texts that contain compound and more basic complex sentences, including modals such as 'If we caught a fish, we would eat it' or 'We studied hard for the test to get a higher mark'</li> <li>recognise that texts have structure, including orientation, complication, resolutions, stance, opinions, conclusion</li> <li>begin to understand the reason for paragraphs and their structure, with support</li> <li>use visual and textual features to interpret meaning, e.g. legend/key in a map</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>begin 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> <li>read modal verbs, e.g. <i>can/could</i>, <i>will/would</i> with some understanding</li> <li>follow simple time sequencing and recognise some text connectives across and within</li> </ul>	<ul style="list-style-type: none"> <li>read texts containing embedded and/or relative clause, e.g. 'The old man, who lived alone, looked longingly out the window'</li> <li>read texts with some long noun groups, e.g. 'The closure of the football ground stopped the game'</li> <li>make predictions about the likely content of texts based on their understanding of the different purposes and structures of text types</li> <li>use common signposting devices such as headings, subheadings, paragraphs, topic sentences, and links to navigate texts</li> <li>begin to understand phrasal verbs when they occur close together, e.g. 'get up', 'send up', 'take up'</li> <li>interpret clearly labelled captioned illustrations</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>read many irregular words, and recognise and</li> </ul>	<ul style="list-style-type: none"> <li>read and understand sentences containing complex noun groups in factual and literary texts, e.g. 'The rugged mountain range, which was by now surrounded by a halo of snow, loomed ahead of them on the horizon'</li> <li>have a broad technical vocabulary but lack depth due to continuous and swift changes of topics across learning areas</li> <li>read and understand texts with varied sentence beginnings, including longer adverbial phrases or noun groups</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>identify the stylistic and typographic features of texts for special uses and effects, e.g. short, sharp sentences for speed and intensity, long, descriptive sentences for a calm, measured effect and use of italics for quotes, scientific names and emphasis</li> <li>identify cohesive phrases to the ideas they refer to, e.g. 'For these reasons, the following processes ...'</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding of complex language such as embedded clauses, long noun groups 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>find information through indexes and tables of contents</li> <li>understand the meaning expressed in lexically dense texts including nominalisations, e.g. 'The long-term effects of the forced removal of children by government authorities ...'</li> <li>comprehend words expressing degrees of probability, e.g. 'If the temperature rises, the polar caps may melt, resulting in ...'</li> <li>interpret unfamiliar vocabulary from different languages, e.g. <i>zeitgeist</i>, <i>déjà vu</i></li> <li>explore unfamiliar conventions, e.g. footnotes and ellipsis [...] in quoted source materials</li> </ul>	<ul style="list-style-type: none"> <li>recognise and follow complex text connectives used to link ideas across sentences and paragraphs, e.g. <i>nevertheless</i>, <i>notwithstanding</i></li> <li>identify text structures of a range of moderately complex texts, including analytical texts, scientific reports and narratives with multiple storylines</li> <li>interpret mult clause sentences with less common constructs</li> <li>identify features of persuasive language designed to manipulate the reader, e.g. emotive language, persuasive techniques in advertising</li> <li>identify language that signals opinion and qualifies argument, e.g. 'It is believed that ...', 'It is claimed that ...', 'The alleged ...'</li> <li>identify language used for concealment, e.g. evasion, jargon, ambiguity</li> <li>identify language that conveys mood and feeling, e.g. selection of vocabulary, imagery and metaphor</li> </ul>

	<p>picture of a dog and the first sound /d/</p> <ul style="list-style-type: none"> <li>begin to understand the letter-sound relationships of English and recognise a range of letters and the sounds they represent, e.g. initial and final consonants in words they hear and see</li> </ul>		<p>full stops and question marks</p> <ul style="list-style-type: none"> <li>recognise and use some print features such as variety of font style and size, colour and layout</li> <li>use developing metalinguistic knowledge, e.g. <i>sentence/s</i>, <i>beginning</i>, <i>ending</i> to talk about texts</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>bl</i>, <i>st</i>, <i>sl</i>, <i>_nk</i>, <i>_mp</i>, <i>_ts</i></li> </ul>	<ul style="list-style-type: none"> <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>	<p>paragraphs, e.g. <i>after</i>, <i>before</i>, <i>finally</i></p> <ul style="list-style-type: none"> <li>follow some referencing in a text, e.g. pronouns and lexical links in the form of synonyms</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> </ul>	<p>read more complex, but still common, letter patterns, e.g. <i>-tion</i>, common suffixes and prefixes, and use these to construct meaning for past tense of regular verbs</p> <ul style="list-style-type: none"> <li>use appropriate intonation when reading statements, questions and dialogue</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>transfer information from a text to another format, e.g. a table of contents, a graph</li> </ul>	<ul style="list-style-type: none"> <li>follow meaning across sentences and paragraphs through tracking basic cohesive and reference items</li> <li>may comprehend technical words more easily than general sub-technical words, e.g. elements of chemistry and words like <i>plant</i>, <i>feed</i>, <i>force</i>, which have a range of meanings</li> <li>use a growing knowledge of word origins (etymology) to interpret unfamiliar words</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>	<b>Learning-how-to-learn Level 7</b>
<ul style="list-style-type: none"> <li>follow the teacher pointing from left to right</li> <li>show reading-like behaviour, e.g. look at books in own time, role-play reading and retell a story</li> <li>repeat/choral key words and phrases with group in oral reading</li> <li>rely heavily on contextual visual cues/translation to gain meaning</li> <li>have a beginning awareness of ICT and its use in learning in a school</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>are beginning to remember rhymes and alliteration as they 'read' familiar and predictable texts</li> <li>may follow text with finger when being read to</li> <li>read with or slightly after others</li> </ul>	<ul style="list-style-type: none"> <li>begin to draw on home language knowledge and literacy skills and strategies, as taught in English, to support learning to read in SAE</li> <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>focus on text, e.g. use finger or ruler to read along a line/sentence</li> <li>use limited letter and initial sound knowledge to recognise or guess at unfamiliar words</li> <li>attempt to sound out short CVC words using known sound-letter relationships in an effort to decode</li> <li>begin to re-read and self-correct with support</li> <li>select books for own reading</li> <li>begin to re-read, if unsure</li> </ul>	<ul style="list-style-type: none"> <li>draw on home language knowledge and literacy skills and strategies, as taught in English, to support learning to read in SAE</li> <li>use illustrations accompanying texts to confirm meaning</li> <li>use text form knowledge to identify familiar text types</li> <li>repeat newly learned vocabulary to support learning</li> <li>ask for the meaning of unknown words</li> <li>access home language speakers and, with support, a bilingual or picture dictionary</li> <li>start to chunk longer words into syllables to aid reading, e.g. with finger covering part of a word</li> <li>may choose to read home language books</li> <li>attempt to self-correct and re-read, with support</li> <li>use developing skills of graphophonics to decode unknown words in printed and electronic texts</li> <li>guess words from initial letter, length and shape</li> <li>read with or slightly after teacher</li> <li>use graphics and computer icons to help negotiate a text</li> </ul>	<ul style="list-style-type: none"> <li>may begin to transfer reading strategies from home language or apply strategies as taught in English, e.g. predicting from context and text-type knowledge of English</li> <li>predict and infer what comes next, using contextual support</li> <li>rely on teacher's reading and interpretation of texts as a model for their own response and understanding</li> <li>re-read familiar, self-chosen texts to increase accuracy and fluency and to enhance understanding</li> <li>use dictionary, class word lists and bilingual resources as support</li> <li>use developing knowledge of word order and sentence structures to predict and confirm meaning during reading</li> <li>use knowledge of word parts and graphophonic cues, e.g. shape of word, suffixes, core meaning and illustrations to predict and confirm meaning</li> <li>imitate pronunciation, intonation, rhythm and stress to assist reading for meaning</li> <li>rely on knowledge of key words for understanding</li> </ul>	<ul style="list-style-type: none"> <li>transfer home language background knowledge and language skills to support learning in English</li> <li>clarify when meaning breaks down by pausing, reading on and re-reading</li> <li>bring previous cultural and linguistic experiences to reading tasks to support comprehension and make sense of print</li> <li>benefit greatly from the use of home language with peers and teachers' assistants</li> <li>use visual support to interpret meaning, e.g. charts, diagrams, graphs and pictures</li> <li>begin to scan ahead when reading to gain context within a sentence, e.g. <i>'The cat leapt ... because the dog barked'</i></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 boxes, page links</li> <li>apply knowledge of base words and some prefixes and suffixes to work out meanings of words</li> <li>segment/blend letter clusters to read unknown words</li> <li>continue to use home language and experiences when given the opportunity to compare and contrast text types and meanings, thus enhancing their comprehension and cognitive abilities in both languages</li> </ul>	<ul style="list-style-type: none"> <li>continue to transfer their home language background knowledge and skills to SAE learning but transfer may not be automatic as a greater knowledge and control of SAE is required</li> <li>continue to benefit from home language support</li> <li>use understanding of basic SAE text organisation to extend comprehension</li> <li>begin to combine strategies such as re-reading and reading on when encountering unknown words to facilitate decoding</li> <li>use contextual cues and known vocabulary, word forms and context to infer the meaning of unknown words</li> <li>use 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> <li>use an SAE dictionary to check pronunciation, word type and meanings of unknown words, with support</li> <li>may need more reading time in timed tasks to process information</li> </ul>	<ul style="list-style-type: none"> <li>continue to transfer and apply home language knowledge and skills to SAE learning, although transfer may be limited as a greater knowledge and control of SAE is required</li> <li>choose and integrate effective reading strategies to extend understanding, e.g. confirm understanding by re-reading/restating content, reading on, knowledge of context and own background knowledge</li> <li>use knowledge of grammatical structures to decode complex sentences</li> <li>unpack figurative language to aid understanding</li> <li>use an SAE dictionary/thesaurus to understand multiple meanings and nuance</li> <li>formulate questions to identify information in a text</li> <li>record new vocabulary from texts for later personal use</li> <li>request support from teachers or tutors to complete specific tasks</li> </ul>	<ul style="list-style-type: none"> <li>continue to draw on and utilise home language knowledge and skills to SAE learning, however transfer may be limited due to increased complexity of SAE texts</li> <li>assess their own information needs and purposes to identify suitable sources</li> <li>browse shelves/websites to select suitable texts when researching specific information</li> <li>use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task, e.g. skim and scan indexes, topic sentences, read on</li> <li>request clarification from teachers and tutors to complete specific English literary assignments</li> <li>continue to use home language culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, thus enhancing their comprehension and cognitive abilities in both languages</li> <li>continue to seek clarification on complex SAE language features, literary devices and cultural references</li> </ul>	<ul style="list-style-type: none"> <li>utilise home language proficiency and strategies to transfer to SAE learning, although transfer may be limited due to increased complexity of SAE texts</li> <li>reflect on text for relevance, own enjoyment or to challenge a view, e.g. ask questions of the text/teacher, assess knowledge gained from reading/viewing</li> <li>re-read and track cohesion in a text to confirm understanding</li> <li>identify the purpose required from complex tasks, e.g. compare/contrast, explain and discuss in essay questions</li> <li>monitor own understanding when reading</li> <li>choose and integrate effective reading strategies to extend their understanding</li> <li>use dictionaries and glossaries to identify and confirm shades of meaning</li> </ul>

# NT EAL/D Learning Progression; Writing – Years 7 to 12 – Version 1.0

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

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

Beginning			Emerging			Developing		Consolidating	
Beginning Level 1 Writing Proficiency statement	Beginning Level 2 Writing Proficiency statement	Beginning Level 3 Writing Proficiency statement	Level 1 Writing Proficiency statement	Level 2 Writing Proficiency statement	Level 3 Writing Proficiency statement	Level 4 Writing Proficiency statement	Level 5 Writing Proficiency statement	Level 6 Writing Proficiency statement	Level 7 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>Students are becoming aware that writing is different to drawing.</p> <p>Students are beginning to show early writing behaviours using drawings and strings of letters in writing and practise forming letters in a variety of media.</p> <p>Students experiment with 'writing', with extensive support.</p>	<p>Students at BL2 communicate ideas and experiences through drawings and copied writing. They copy simple modelled sentences, forming most letters recognisably.</p> <p>Students assign a consistent meaning to their writing and recognise that writing is directed to a reader.</p> <p>They form letters correctly and attempt to represent some sounds in words.</p> <p>Students ask for help and access environmental print when writing.</p>	<p>Students at BL3 begin to communicate ideas in writing, with extensive support. They construct simple SAE sentences using modelled writing, learned SAE and some copied words.</p> <p>Students show understanding that we write SAE texts for different purposes.</p> <p>Students show awareness of basic sound-symbol relationships in their writing.</p> <p>Students draw on home language sources and are willing to have a go.</p>	<p>Students at L1 construct short, simple SAE texts, drawing on their SAE oral language proficiency and modelled texts.</p> <p>Students 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>Students 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>Students 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>Students 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>They 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>Students 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>Students use appropriate register with control and independence. They need support with subtle sociocultural 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>	<p>Students at L7 confidently and effectively write a range of sophisticated informational, creative and research texts across the curriculum.</p> <p>Students' writing takes account of context, purpose and reader expectations but may need support incorporating subtle SAE social-cultural references.</p> <p>Students write coherent texts that reflect consistent control of varied text styles, ease with complex sentence structures and precise use of vocabulary.</p> <p>Students adapt and refine their writing to improve overall text impact. They may need occasional 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>	<b>Communication Level 7</b>
<ul style="list-style-type: none"> <li>may choose not to participate in writing activities as they have limited experience with paper, pens and books</li> <li>use drawings to relate events, experiences and stories</li> <li>make one or two comments about their drawings</li> <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>may choose to copy writing from the board</li> <li>assign their own meaning to symbols/words copied</li> </ul>	<ul style="list-style-type: none"> <li>begin to participate in early writing activities that are heavily scaffolded, e.g. substitute words from formulaic sentences related to shared learning, e.g. adding <i>blue shorts</i> to the structure <i>'Today I am wearing ...'</i></li> <li>share experiences, likes and dislikes through attempt at own writing using familiar language, e.g. <i>'Yesterday we went to ...', 'I like ...', 'I come from ...', 'I live in ...'</i></li> <li>write own name</li> <li>label drawings, with support, e.g. parts of a body</li> <li>participate in class shared writing with isolated, random words or yes/no</li> <li>dictate sentences for others for write</li> </ul>	<ul style="list-style-type: none"> <li>write simple texts describing self and family, e.g. <i>'My family many boys'</i></li> <li>initiate own writing of single words, e.g. label books, bag, names of objects in classrooms</li> <li>write short texts recounting familiar class-constructed texts with scaffolded support and repetitive sentence structures, e.g. <i>'We made pizza for lunch. All the teachers said yum'</i></li> <li>recount personal experiences based on modelled texts, e.g. <i>'On the weekend ... we go to waterpark'</i></li> <li>contribute words and initial letters to class shared text writing</li> <li>write texts incorporating common spoken and written phrases, with</li> </ul>	<ul style="list-style-type: none"> <li>write familiar stories or events with scaffolding support, such as completing sentence starters or cloze activities to describe in sequence the main events using a timeline/graphic organiser, e.g. <i>'George and Lennie ... on the farm. George told Lennie about ...'</i></li> <li>independently write short sentences, with support</li> <li>write informational texts from across the learning areas based on modelled texts</li> <li>contribute learned expressions and vocabulary to class shared writing</li> <li>write simple learned language, e.g. write short captions for diagrams or</li> </ul>	<ul style="list-style-type: none"> <li>write short texts on familiar topics across the learning areas for different purposes, using modelled and learned language, e.g. write to recount an excursion or a significant event</li> <li>write short notes to record observations with support</li> <li>write short, factual descriptions, e.g. a travel brochure, with support</li> <li>write short, basic narratives based on shared readings and viewings or what has just been viewed, with support</li> <li>write simple procedural texts and reports, e.g. on the outcome of a sports event or a science experiment, with support</li> </ul>	<ul style="list-style-type: none"> <li>write informational reports, explanations and arguments that are more coherent and contain some detail, a few integrated ideas and some elaboration, with support</li> <li>write narratives, descriptions, poems and lyrics to songs/raps and electronic texts based on modelled texts, taught language and experiences</li> <li>begin to write job-readiness text types, e.g. emails, job applications and to complete online forms, with support</li> <li>writing may follow text forms and structures but student may not have sufficient SAE background knowledge or vocabulary to fully express opinions and</li> </ul>	<ul style="list-style-type: none"> <li>write a range of texts across the learning areas incorporating learnt ideas on a range of topics drawing on subject knowledge and language learned, with support</li> <li>write lengthier and more coherent texts depending on knowledge of topic</li> <li>write across a range of personal, social and general school contexts, e.g. recount in a personal diary/learning journal, compose lyrics to raps/songs, express opinions via email, blogs or letters to the editor</li> <li>research, plan and sequence information for specific learning tasks, e.g. summarise a group project, explain an outcome of an</li> </ul>	<ul style="list-style-type: none"> <li>write texts that contain more complex, abstract thoughts across the learning areas</li> <li>write moderately complex arguments and discussions across the curriculum, providing background and evaluative summaries, with support</li> <li>use own writing for personal reflection across learning areas, e.g. keep a learning journal</li> <li>write from various viewpoints, e.g. a character in a play or written text, a well-known celebrity or role model</li> <li>create dramatic texts using dialogue that contains vocabulary and spellings that reflect what the character would say</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. narratives, poetry, drama scripts, explanations, arguments and procedures</li> <li>incorporate language and ideas drawn from a range of sources and curriculum areas</li> <li>present similar content in different ways/forms, e.g. draw out quantitative data from a report or discussion and present to create tables and charts or draw out quantitative/qualitative data from an informational report to write or present a</li> </ul>	<ul style="list-style-type: none"> <li>write clear, well-structured sophisticated creative or reflective text responses</li> <li>write research reports, e.g. locate and use school, public, academic and special library resources for information and researching primary and secondary sources, such as dictionaries and abstracts</li> <li>write extended informational and interpersonal texts at a sophisticated level</li> <li>support and develop a theme, e.g. homelessness, poverty</li> <li>experiment with creative presentations of events and information, e.g. flashbacks, parallel plots, gradual reveals</li> </ul>



		<p>support, e.g. write an alternative ending to a well-known film or narrative e.g. 'Lennie and George saved some money'</p> <ul style="list-style-type: none"> <li>use illustrations to support simple narrative or recount sentences</li> </ul>	<p>illustrations showing a process</p>	<ul style="list-style-type: none"> <li>convey information about place and time of events/characters using learned words and phrases, e.g. 'When we heated the wax, it melted'</li> <li>communicate with peers in other schools via emails or social media to introduce themselves and build relationships with support</li> <li>record and present information using a range of simple text formats, e.g. charts, diagrams, posters</li> <li>write simple poetic texts through modifying existing poems with repetitive patterns</li> </ul>	<p>arguments on topical issues</p> <ul style="list-style-type: none"> <li>express ideas and opinions through more generalised non-technical language reflecting their level of SAE proficiency, with support, e.g. 'Sport is a good way for relax. But, everyone has many different work. Therefore, everyone will very tired to do sport'</li> <li>change a text type, such as a report, to a different text type, e.g. use some of the same content from an information report on endangered animals to write a narrative about 'The survival of Beasts', with support</li> </ul>	<p>observation, reply to an email, post a blog</p>	<p>and how it would be said, e.g. 'He been doin nice things for ya alla time'</p> <ul style="list-style-type: none"> <li>summarise or paraphrase information from two or three resources</li> <li>attempt to maintain an appropriate balance between main ideas and supporting details in texts</li> </ul>	<p>discussion about different sports</p> <ul style="list-style-type: none"> <li>begin to manipulate sentence length to alter the intensity/mood of their message, e.g. write short sentences to create a sense of speed, or write long, descriptive sentences to create a more languid, relaxed mood</li> </ul>	<ul style="list-style-type: none"> <li>summarise and synthesise information from a number of sources and use the information in a text</li> <li>develop arguments and discussions in texts by including some opposing viewpoints, e.g. 'Although ... is only imagining a scenario, this shows his growth in maturity and thought about e-waste'</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>	<b>Socio-cultural understandings Level 7</b>
<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>are learning the expectations of the classroom and becoming more confident to participate in structured writing activities</li> <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 the class writes farewell cards, birthday cards, thank you letters</li> <li>may not fully understand the purpose of the activity, i.e. not make the connection between the activity and learning</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, days and dates</li> <li>show evidence of direct translation from home language into sentence structure, e.g. in independent writing, may write adjectives before nouns, 'She hair long' or words written in home language</li> <li>recognise that home 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 recognise features of informal language, e.g. <i>anyway ...</i>, <i>so ...</i>, which may be inappropriate in writing</li> <li>begin to understand that writing must contain contextual information to inform the reader</li> <li>begin to understand teacher expectations, i.e. that students are expected to demonstrate what they understand and can do through writing</li> </ul>	<ul style="list-style-type: none"> <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>use formulaic expressions to structure texts of different types, e.g. 'Dear ...' for a letter; 'First, wash your hands. Next, ...' for a procedure; 'On the weekend ...' for a recount</li> <li>with support, use appropriate text structure and organisation to create a specific text for a specific purpose, e.g. a complaint to the canteen, a recipe for younger students, a response to a blog about teen issues</li> <li>begin to write for a purpose and with support, using language appropriate to 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> </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, argument</li> <li>discuss the impact of different text formats on a reader, e.g. poster, letter, comic style</li> <li>begin to understand readers' expectations by providing background information to orientate and aid readers' understanding of context, e.g. 'The old school was built in the 1970s. My family, my mother she went to that school'</li> </ul>	<ul style="list-style-type: none"> <li>use text types suitable for particular purposes, e.g. writing/creating reports or narratives or persuasive texts for particular audiences and purposes, choosing appropriate language with some inconsistency</li> <li>begin to use some colloquial and idiomatic language, e.g. <i>cut down on, in my eyes, couldn't face it, he backed me up, give 'em curry, like a shag on a rock, stone the crows</i></li> <li>elaborate on own knowledge, experience and cultural perspectives to support viewpoint, e.g. include relevant personal experiences when writing</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 inconsistently without 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, with support, 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, e.g. images, graphs and diagrams to support text, with support</li> <li>construct multimodal texts with awareness of audiences and their expectations, e.g. choice and mode of images, i.e. static or moving, graphic or realistic, choice of sound and font</li> <li>engage in online communications with awareness of cyber safety</li> <li>have an increasing awareness of the expectation in SAE writing to incorporate different perspectives in their writing, e.g. male/female, child/adult</li> </ul>	<ul style="list-style-type: none"> <li>sustain register use in writing</li> <li>use an appropriate attitude and register within a text, e.g. strident, polite</li> <li>recognise inappropriate use of register, e.g. use of colloquial terms in formal writing</li> <li>show awareness about choice of words and social/cultural sensibilities, e.g. <i>plump</i> and <i>fat, man</i> and <i>people</i></li> <li>use common SAE euphemisms and imagery such as <i>passed away</i></li> <li>use growing knowledge of subtle SAE social-cultural references in writing</li> <li>use more formal words to mask unpleasant ideas, e.g. <i>perspiration</i> rather than <i>sweat</i></li> </ul>	<ul style="list-style-type: none"> <li>change text types and style to suit different contexts for individual purposes</li> <li>make personal choices about text types for maximum impact of intended message, e.g. write a song or jingle to accompany images about road safety or bullying for a specific age group</li> <li>show awareness that stereotyping should be avoided in characterisation and argument</li> <li>include cultural references shared by the audience</li> <li>use some different kinds of humour for effect, e.g. irony, parody and understatement, and with support, can use subtleties</li> <li>critique authors' values and beliefs in texts, drawing on learned SAE cultural knowledge</li> <li>sustain appropriate tone, mood, style and register in lengthier texts, drawing on knowledge of SAE language structures and features and cultural knowledge</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 Beginning Level 3</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>	<b>Language structures and features Level 7</b>
<ul style="list-style-type: none"> <li>copy own name, sometimes missing out letters</li> <li>attempt to copy text</li> <li>'write' and copy attempting directionality</li> <li>use drawings, symbols and strings of letters in writing</li> </ul>	<ul style="list-style-type: none"> <li>spell own name accurately</li> <li>construct SAE texts using left to right, top to bottom directionality</li> <li>remember and write well-known words</li> <li>complete modelled sentences and short cloze activities, with support</li> </ul>	<ul style="list-style-type: none"> <li>write short sentences with subject and action or description following SAE word order</li> <li>write simple, modelled, repetitive sentences that include some content and high-frequency words with correct spelling, e.g. 'The water boiled'</li> </ul>	<ul style="list-style-type: none"> <li>have a go at creating own simple texts with support, e.g. procedure, recount, narrative</li> <li>use some basic prepositional phrases of time and place, e.g. 'At the beach', 'On the weekend'</li> <li>use some basic noun phrases in their writing,</li> </ul>	<ul style="list-style-type: none"> <li>construct texts that contain compound and some complex sentences with modelling, such as 'The days are wet, and it's not too hot', 'Because he fell over, he cried'</li> <li>construct simple multimodal texts featuring print,</li> </ul>	<ul style="list-style-type: none"> <li>construct texts featuring print, visual and audio elements using software, including word processing programs and online sources</li> <li>construct texts that contain compound and basic complex sentences, such as 'After he stopped shouting, he went outside'</li> </ul>	<ul style="list-style-type: none"> <li>construct texts containing embedded and/or relative clauses, e.g. 'The old man, who lived alone, was looking out the window'</li> <li>write elaborated and integrated ideas, relevant to the task, that have been taught, such as using longer noun groups</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>show some control over use of language features to relate ideas across paragraphs, e.g. text connectives such</li> </ul>	<ul style="list-style-type: none"> <li>construct coherent factual and imaginative texts with an expanded range of SAE features for linking ideas</li> <li>use appropriate structural features for a range of texts</li> <li>produce most texts successfully in learning</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>write texts using passive and active voice and complex conditionals</li> </ul>

<ul style="list-style-type: none"> <li>demonstrate approximations of writing Roman script</li> <li>begin to differentiate between numbers and letters but sometimes mixes letters, numbers and other symbols</li> <li>write their own version of 'letters'</li> <li>know some letter names</li> </ul>	<ul style="list-style-type: none"> <li>leave spaces between words with varying accuracy</li> <li>know some words have capital letters, e.g. their name, street, community</li> <li>write SAE letters and numerals recognisably, most of the time</li> <li>show inconsistent awareness of orientation and direction of letters, e.g. writes <i>dag</i> for bag, <i>wuw</i> for mum, <i>p/q</i>, <i>b/d</i> confusion</li> <li>choose letters for some sounds, e.g. first letters</li> <li>copy basic punctuation as part of 'writing'</li> </ul>	<ul style="list-style-type: none"> <li>create simple texts in modelled formats, with support, e.g. procedure, recount, narrative</li> <li>work with literal language, drawing vocabulary from concrete classroom experiences</li> <li>use vocabulary limited to that learnt in class</li> <li>spell most simple CVC words, including consonant digraphs, e.g. <i>dog</i>, <i>then</i>, <i>fish</i></li> <li>choose letters to represent their spoken sounds with varying accuracy, e.g. <i>wun</i> for one</li> <li>use common joining words, e.g. <i>and</i>, <i>but</i></li> <li>are starting to use articles, pronouns and prepositions</li> <li>begin to understand the concept of simple punctuation, e.g. full stops and capital letters</li> <li>accurately form most letters, but some letter formation and punctuation may show influence of home language, e.g. may form letters with exaggerated curls or strokes or use question marks at the beginning of a sentence</li> </ul>	<p>e.g. 'The old man', 'Two boys'</p> <ul style="list-style-type: none"> <li>use articles, pronouns and the verb 'to be', with errors</li> <li>construct texts with simple and occasional compound sentences with subject-verb-object word order</li> <li>use common joining words, such as <i>and</i>, <i>then</i></li> <li>start to use common past, present and future tenses, with errors</li> <li>spell frequently used and learned words</li> <li>write many common consonant and vowel digraphs, e.g. <i>ch</i>, <i>_ck</i>, <i>ou</i>, <i>ee</i>, <i>ai</i> and consonant blends, e.g. <i>br_</i>, <i>sl_</i>, <i>st_</i>, <i>_nk</i>, <i>_mp</i>, <i>_ts</i></li> <li>use basic punctuation inconsistently, e.g. full stops, capital letters, commas, question marks</li> <li>include some print features such as bold, coloured or large font when creating digital texts</li> </ul>	<p>moving/static images and audio</p> <ul style="list-style-type: none"> <li>attempt to write text using paragraphs, with modelling and picture or time prompts</li> <li>use words and phrases appropriate to the task/topic to locate events in place and time</li> <li>begin to develop control over subject-verb agreement</li> <li>use a range of common joining words, e.g. <i>and</i>, <i>but</i>, <i>then</i>, <i>next</i>, <i>because</i></li> <li>use adjectives and adverbs with some errors, e.g. 'I am boring' instead of 'I am bored'</li> <li>use a greater range of pronouns to reduce repetition, e.g. <i>My friends</i>, <i>they</i>, <i>they're</i></li> <li>use simple modal verbs, e.g. <i>can</i></li> <li>attempt to use simple and progressive past, present and future tenses with varying accuracy, including some irregular verbs</li> <li>spelling may be inconsistent but when read phonetically does not impede comprehension</li> <li>spell many content words and high-frequency words, including common contractions, e.g. <i>don't</i>, <i>can't</i>, <i>I'm</i></li> <li>use articles with some success, e.g. <i>An cyclone</i>, for <i>A cyclone</i></li> <li>attempt to spell words using own pronunciation, and expanding knowledge of sound-symbol relationships and spelling patterns that include vowels, e.g. 'magic e'/split digraphs, and double letter consonants</li> <li>experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary</li> <li>use basic punctuation, with increasing control, including exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>attempt paragraphs with inconsistent success</li> <li>use question word order with some success</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>begin to use some referencing to improve cohesion of writing, e.g. nouns-pronouns, articles, demonstratives and synonyms</li> <li>use modelled subject-specific vocabulary appropriately in writing, e.g. in science reports 'We observed and recorded ...'</li> <li>use descriptive vocabulary in appropriate contexts, e.g. 'big dark cave', 'cold misty morning', 'I was really embarrassed ...', 'the panda is fluffy and bulky'</li> <li>use a limited range of literary devices, e.g. learned similes, alliteration and repetition</li> <li>spell frequently used one- and two-syllable words with common spelling patterns, such as <i>igh</i>, and <i>air</i>, silent letters and plural/tense endings, with increased accuracy</li> <li>use punctuation correctly most of the time, including apostrophes in contractions</li> </ul>	<p>with prepositional phrases, e.g. 'Everyone on this planet', and relative clauses, e.g. 'People, who live nearby the sea'</p> <ul style="list-style-type: none"> <li>use more formal and technical vocabulary with increasing control but sometimes revert to informal language, such as using a personal pronoun after using generalisations, e.g. 'Climate change will affect many countries. They ... will have to do something about it'</li> <li>write cohesive paragraphs reflecting distinct ideas through attempting to use topic sentences to announce the idea of a paragraph</li> <li>use cohesive devices to link both within and across paragraphs, using reference words to link ideas, such as pronouns, e.g. They (to refer back to <i>The penguins</i>) and <i>this</i> (to refer back to their frozen home), and time connectives, e.g. <i>After that ...</i></li> <li>use vocabulary appropriate for topic, e.g. descriptive and subject-specific terms</li> <li>attempt to create mood and feeling with appropriate language, e.g. use of similes and metaphors</li> <li>use some antonyms, synonyms and abstract nouns</li> <li>understand the effect of using modals, with increasing control</li> <li>may continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication</li> <li>control subject-verb agreement when using simple noun groups</li> <li>attempt to use the perfect tenses</li> <li>spell frequently used words and words with common spelling patterns</li> <li>use common SAE word-building prefixes e.g. <i>pre-</i>, <i>un-</i>, and understand that suffixes, e.g. <i>-tion</i>, <i>-ly</i>, <i>-ful</i>, change the word type, such as verb to noun, noun to adjective</li> <li>are learning to pronounce and spell more unusual vowel and consonant graphemes, e.g. <i>through/dough/trough</i>, <i>straight</i>, <i>laugh</i></li> <li>spell and use common homophones accurately</li> </ul>	<p>as <i>however</i>, <i>furthermore</i>, and lexical cohesion such as <i>these animals</i>, <i>these herbivores</i>, <i>these mammals</i></p> <ul style="list-style-type: none"> <li>include tables, charts, diagrams, e.g. table of results, charts showing before and after results, diagrams to show a process</li> <li>use topic sentences to unify ideas within a paragraph</li> <li>use long, complex noun groups for descriptive purposes, e.g. 'A large, round, golden orb shimmered in the dark, gloomy sky like a search light ...'</li> <li>experiment with multi-clause sentences, which may cause a greater rate of grammatical errors</li> <li>use dialogue, direct speech, reported speech, ownership apostrophes, exclamation marks and commas to separate clauses</li> <li>use modals to express likelihood, obligation and doubt, e.g. <i>should</i>, <i>may</i> and rhetorical questions appropriately for effect e.g. 'I ask you ...'</li> <li>use SAE vocabulary appropriate to the purpose of the text, e.g. replace 'go in' with 'enter', or 'sail around' with 'circumnavigate'</li> <li>use subject-verb agreement with complex noun groups, with inconsistent success</li> <li>use simple, progressive and perfect tenses with inconsistent success</li> <li>use appropriate cohesive features and referencing conventions, e.g. relative pronouns such as <i>which</i>, <i>whose</i>, <i>this</i>, <i>that</i>, and pronoun reference with noun/pronoun agreement, e.g. 'This is Mary Brown. She is the librarian'</li> <li>use appropriate time sequencing, e.g. <i>first</i>, <i>next</i>, <i>finally</i></li> <li>use knowledge of etymology to inform unusual spelling, e.g. <i>reservoir</i>, <i>psychology</i></li> <li>has a growing awareness of word families and their variations of spelling, e.g. <i>pronounce/</i></li> </ul>	<p>areas, with occasional grammatical errors</p> <ul style="list-style-type: none"> <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>write increasingly complex and sophisticated sentences with some grammatical errors still apparent</li> <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>use a range of cohesive devices to improve fluency, including avoiding redundancy by leaving out words, e.g. implied pronouns</li> <li>show varying control over subject-verb agreement, use of articles, and irregular plurals, e.g. <i>loaf/loaves</i>, <i>criterion/criteria</i></li> <li>use direct and reported speech, including quotations, appropriately</li> <li>demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas and are beginning to understand how vocabulary choice is linked to the tenor of the texts, e.g. <i>abdomen</i>, <i>stomach</i>, <i>belly</i></li> <li>show use of a broad vocabulary appropriate to changing social contexts and academic learning, including technical vocabulary</li> <li>use sophisticated similes and metaphors to convey ideas and descriptions</li> </ul>	<ul style="list-style-type: none"> <li>write most compound and complex sentences with ease, but with some support for identifying precise intentions</li> <li>use language of exemplification, e.g. 'This demonstrates the importance of ...', 'A further example illustrating this theme can be seen ...'</li> <li>use a broad vocabulary that reflects changing social contexts and specialist and technical vocabulary</li> <li>show consistent control over subject-verb agreement, comparisons, noun-pronoun agreement, articles, mass/count nouns, relative pronouns, prepositions and phrases</li> <li>use provocative opening sentences, mixing tense to engage when writing creative and dramatic texts</li> </ul>
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						<ul style="list-style-type: none"> <li>use punctuation correctly, including speech punctuation</li> </ul>	<i>pronunciation, confident/confidence</i> <ul style="list-style-type: none"> <li>use appropriate abbreviations in notes</li> <li>begin to apply referencing conventions appropriately</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>	<b>Learning-how-to-learn Level 7</b>
<ul style="list-style-type: none"> <li>rely on home language explanations</li> <li>watch others write</li> <li>show writing-like behaviours, such as sitting appropriately</li> <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>may not have fine motor skills or know how to hold a pen, use glue sticks, rulers or scissors</li> <li>may have little or no experience with pencil and paper and may have difficulty with pencil grip</li> <li>begin to learn how to use ICT independently</li> </ul>	<ul style="list-style-type: none"> <li>use home language assistance and need time to process thoughts in home language</li> <li>look for and use words on class charts to support writing</li> <li>will copy or pretend to write</li> <li>ask for SAE word spelling of familiar words</li> <li>may copy marks like smudges on the board when copying, thinking they are part of the script</li> <li>practise writing SAE letter forms, words and phrases</li> <li>dictate familiar words and phrases about a drawing or experience for others to write</li> <li>experiment with forming letters, e.g. forms letters with anti-clockwise movements or from different positions</li> </ul>	<ul style="list-style-type: none"> <li>write in home language and use bilingual clarification from a variety of sources, e.g. ask for translation or copy online translation</li> <li>use class resources, such as modelled writing and graphic organisers as models for their writing, with support</li> <li>make suggestions when editing joint and shared writing</li> <li>find desired words in word lists and class resources</li> <li>re-read own writing</li> <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>may have difficulty keeping their written work organised, e.g. not know to put worksheets or books in folders or where to keep equipment</li> </ul>	<ul style="list-style-type: none"> <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>plan and review writing with support, using models and graphic organisers</li> <li>apply home language literacy skills to their writing in SAE</li> <li>use developing meta-linguistic knowledge, e.g. <i>sentence/s</i>, <i>beginning</i>, <i>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>take risks and attempt spelling using knowledge of sound-symbol relationships and SAE spelling patterns, refers 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>publish simple texts that incorporate supporting images using digital technology, with support</li> <li>rework drafts in response to teacher suggestions and use basic word processing features to write and present texts</li> </ul>	<ul style="list-style-type: none"> <li>may choose to write some texts in home language for pleasure or to organise thoughts in preparation for writing</li> <li>sometimes supplement SAE with home language writing</li> <li>use model/structure supplied by teacher when writing texts</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 desired effect, e.g. repetition for intensity or emphasis</li> <li>begin to plan and compose texts with logical order</li> <li>re-read and self-correct some spelling in own writing</li> <li>begin to discuss their writing and revise after conferencing</li> <li>use some SAE terminology during conferencing, e.g. title, heading, paragraph, page</li> <li>initiate own writing for particular purposes, e.g. short notes</li> <li>publish written texts with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li>select and utilise appropriate vocabulary as well as model texts as a basis for planning own writing</li> <li>write expanded texts from teacher's notes and retrieval charts</li> <li>utilises ICT skills and knowledge effectively and efficiently to construct and publish texts featuring visual, print and audio elements e.g. typing skills and knowledge of digital functions</li> <li>use known sentence patterns/text formats to create new texts</li> <li>plan with teacher/others before writing and use organisational genre frameworks in writing familiar text types</li> <li>draft writing focusing 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> </ul>	<ul style="list-style-type: none"> <li>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 to construct texts</li> <li>use a dictionary and thesaurus to expand their vocabulary</li> <li>seek assistance regarding structure for writing</li> <li>plan writing collaboratively</li> <li>begin to write notes and summaries to support their learning across the curriculum, e.g. writing sentences from key words</li> <li>revise text beyond word or phrase level, e.g. may add a topic sentence after re-reading</li> <li>can reflect on their writing progress and what they still need to learn, with reference to checklists and simple rubrics</li> <li>discuss and draw on differences and similarities between home language and SAE texts</li> <li>publish digital texts and place appropriate visual, print and audio elements</li> </ul>	<ul style="list-style-type: none"> <li>select suitable information from a range of sources to assist in topic-specific writing, e.g. use timelines to plan a historical recount</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>plan extended writing, e.g. take notes to assist in writing a text</li> <li>check own writing for coherence, spelling and punctuation</li> <li>redraft to improve suitability for intended audience, e.g. expression</li> <li>apply conventions for acknowledging sources and references</li> <li>independently edit with growing success to enhance fluency, accuracy and readability and present their writing appropriately in print and electronic forms</li> <li>use note-taking and/or learning journals to record and reflect on their learning</li> </ul>	<ul style="list-style-type: none"> <li>use a range of literary tools to select and craft words for a given task</li> <li>plan their writing with particular audiences in mind, e.g. write a detailed plan of intention prior to an extended writing task</li> <li>experiment in creating effects using word choice, images and digital resources</li> <li>take notes for references, citing references and quotations</li> <li>monitor own writing for irrelevant sentences, unintended meanings and errors</li> <li>redraft writing showing significant and appropriate changes, and not just minor corrections, in response to feedback and self-assessment</li> <li>select and use appropriate ICT tools safely to share and exchange information</li> </ul>	<ul style="list-style-type: none"> <li>change writing plan when editing to refine and improve texts for maximum impact and may benefit from occasional support</li> <li>check writing to ensure appropriate expression through vocabulary choice, e.g. using a thesaurus</li> <li>review and edit their work independently, e.g. edit at whole-text level for coherence and cohesion, relevance of information, sentence structure and consistency of grammar</li> <li>reference sources correctly</li> </ul>

WARNING: Aboriginal and Torres Strait Islander people are warned that the following document may contain images of deceased persons.



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