acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English as an Additional Language or Dialect Teacher Resource

EAL/D Learning Progression: Foundation to Year 10

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About the Resource

About the Resource

The *Shape of the Australian Curriculum* describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA developed the *English as an Additional Language or Dialect Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with students for whom English is an additional language or dialect (EAL/D).

The *English as an Additional Language or Dialect Teacher Resource* is available as several related publications:

- *EAL/D Overview and Advice*
- *EAL/D Learning Progression Foundation to Year 10*
- *EAL/D Annotated Content Descriptions Foundation to Year 10* for each of English, Mathematics, Science and History
- *Student Illustrations of EAL/D Learning Progression Foundation to Year 10*.

Additional components of the resource will be published as the Australian Curriculum is developed. All publications are available on the Australian Curriculum Website.

The resource has been developed to:

- advise teachers about areas of the curriculum that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- direct teachers to additional relevant and useful support for teaching EAL/D students.

Throughout the resource, English refers to Standard Australian English.

EAL/D Learning Progression

This publication comprises an EAL/D learning progression typical of EAL/D students that will help teachers to identify the English language levels of the EAL/D students in their classrooms and address the EAL/D student's specific learning requirements.

This learning progression is available in two views — by stage of schooling (Foundation to Year 2; Years 3 – 6 and Years 7-10) and by language mode– Speaking; Listening; Reading and viewing and Writing.

Introduction

This EAL/D learning progression describes a progression of English language learning typical of students learning English as an additional language or dialect (EAL/D).

It has been developed primarily for teachers who are not EAL/D specialists. EAL/D or English as a Second Language (ESL) documents developed by the states and territories provide for more detailed and specialist information.

Teachers can use this progression to:

- understand the broad phases of English language learning that EAL/D students are likely to experience
- identify where their EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills
- monitor the linguistic progression of their EAL/D students.

By considering examples of EAL/D students' work, including their speaking and listening skills, teachers can identify linguistic elements and/or behaviours that best match those found in the EAL/D learning progression. This will indicate the level of support that will need to be provided for students to access learning area content.

The publication *Student Work Learning Progression Foundation to Year 10* available on the Australian Curriculum Website that supports the learning progression. It contains annotated examples of student work that illustrate characteristics of students at each stage of schooling for most phases on the EAL/D learning progression. The collection will be added to over time.

Examples of considerations and strategies to assist teachers to adapt their curriculum delivery can be found in the advice for teachers of EAL/D students. Student progress can be monitored at key points in the school program (such as reporting times) by referring to the EAL/D learning progression.

The EAL/D learning progression includes:

- broad descriptions of the characteristics of learner groups at each of four phases of English language learning. EAL/D students of any age may be in any of the language learning phases:
    - **Beginning English** — students with some print literacy in their first language. A subcategory, **Limited Literacy Background**, is included to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language
    - **Emerging English** — students who have a growing degree of print literacy and oral language competency with English

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  - **Developing English** — students who are further developing their knowledge of print literacy and oral language competency with English
  - **Consolidating English** — students who have a sound knowledge of spoken and written English, including a growing competency with academic language

- tables that describe an English language learning pathway typical of EAL/D students for:
  - three stages of schooling (Foundation to Year 2, Years 3 to 6, Years 7 to 10)
  - the four phases of language proficiency in each stage of schooling
  - the language modes of listening, speaking, reading/viewing and writing in each of the four phases.

The EAL/D learning progression is presented in two views. One view is organised by stage of schooling and phase of language learning. The second view is organised by the language modes of speaking, listening, reading/viewing and writing. Both views contain the same information.

Important considerations when using the EAL/D learning progression

The EAL/D learning progression provides teachers with a brief summary of an English language learning progression that EAL/D students typically make. It can take many years for an EAL/D student to complete this progression.

Each of the four phases describes a period of significant English language learning development, and there will be differences between a student at the beginning of the phase and a student at the end of the phase.

EAL/D students will move through the four phases at different rates: some students may move through more than one phase in a school year; while some may take more than one year to move from one phase to another.

Students may also be at different phases across the language modes of listening, speaking, reading/viewing and writing. For example, a student may be showing characteristics of Developing English in speaking, while still at Emerging English in writing.

Students may appear to ‘slip’ between phases at transition points, particularly between Developing English and Consolidating English or when they move from an Intensive English progression to a mainstream class, as they meet new academic challenges that require increasingly sophisticated use of academic language. For example, a student may appear to be in the Consolidating English phase in Year 6, but new language demands encountered in high school may mean that a student is better described in the Developing English phase in Year 7.

Although the phases describe a developmental language progression, the rate of progress and the extent of the achievement within each phase are dependent upon a number of factors including, for example, the nature of previous schooling, proficiency in the first language and an individual's cognitive and emotional development.

The descriptions provide a broad account of language learning behaviours typical of each phase — they are not a comprehensive list and do not constitute a checklist.

In broad terms, EAL/D students who demonstrate English language proficiency at the Beginning English or Emerging English phases require informed EAL/D intervention in order to access content in the Australian Curriculum. In particular, students who have limited literacy in their first language require informed EAL/D teaching to assist them to develop literacy in English. EAL/D students who are developing or consolidating their English language skills continue to require specific language instruction in their mainstream classes.

Additional advice for mainstream teachers of EAL/D students can be accessed through:

- the advice for teachers in this publication that provides general information about linguistic and cultural considerations required when teaching EAL/D students
    - the publications which include annotated Australian Curriculum content descriptions for English, Mathematics, Science and History — available on the Australian Curriculum Website
    - the examples of student work published in the *Student Illustrations of eth EAL/D Learning Progression Foundation to Year 10* — available on the Australian Curriculum Website
- additional EAL/D resources in the states and territories
- the advice and support of specialist EAL/D teachers.

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EAL/D Learning Progression: View by Stage of Schooling

Beginning English: Some print literacy in first language

The Beginning English phase of learning also includes a sub category of Limited Literacy Background to describe the development of reading/viewing and writing behaviours typical of students with little or no experience of literacy in language. Throughout this resource, English refers to Standard Australian English.

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

Emerging English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.
These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.

Foundation to Year 2

EMERGING ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			

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EMERGING ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
Learners at the beginning of this phase successfully distinguish spoken English from other languages and dialects (i.e. on hearing English, they attempt to respond in English). In this phase, they become more attentive listeners and understand 'tone of voice' (eg teacher praise).	Learners at the beginning of this phase communicate verbally and nonverbally in familiar social and classroom situations, relying on formulaic expressions. In this phase, they begin to innovate with language, expanding upon learned phrases and expressions.	Learners at the beginning of this phase decode simple texts with familiar vocabulary. In this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language.	Learners at the beginning of this phase independently write simple sentences using repetitive structure, familiar words and phrases from their oral language, or through following highly structured examples. In this phase, they write basic classroom text types when provided with models, using an emerging knowledge of English sentence structure and demonstrating an emerging understanding of the difference between spoken English and written English.
Students: • attend for short periods to simple stories and songs with visual scaffolds • may show comprehension through action and gesture rather than words • understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (eg Come to the mat), and simple questions asking for personal information (eg What's your name?) • use first language knowledge of the world to make interpretations of spoken texts and may use other first language speakers to confirm understanding, ask for clarification, translate, repeat or paraphrase – this is positive learning behaviour	Students: • participate in highly structured routine exchanges located in the immediate environment, using gesture, isolated words, formulaic language and well-rehearsed patterns to express needs and information • initially watch and imitate some social and classroom activities • use comprehensible pronunciation and attempt to approximate English stress and intonation • move from using single words and telegraphic speech, and begin to repeat short, familiar phrases and simple language structures • initially use spoken vocabulary focused on content words connected with immediate interests or needs, or	Students: • look through books, focusing on illustrations • differentiate between first language print and English print, and follow print conventions of reading left to right and top to bottom • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print • have a foundational knowledge of predictable English sound–symbol relationships, and some common letter patterns (graphemes) • have a small bank of sight words • demonstrate comprehension of everyday vocabulary, simple grammatical structures using extensive visual scaffolds	Students: • collaboratively construct a limited range of very brief visual and written texts about familiar things using predictable structures • produce independent writing using simple repetitive sentences with familiar words and phrases from their spoken language • construct images or writing that fulfils different purposes closely linked to concrete experiences (eg descriptions or recounts with explicit instruction) • understand simple environmental print around the classroom and school • are aware of English print direction, spacing conventions, letter formation and sizing • use sentence structures that indicate

EMERGING ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
• increasingly discriminate between sounds in English, including initial, medial and final sounds • use intonation and stress on words to gain meaning from spoken English (eg hear approval or displeasure, or distinguish between a question and a command) • require time to process information and respond.	vocabulary required to participate in classroom routines (eg finished) • demonstrate a beginning understanding of word order in simple phrases and sentences • use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences • make use, when available, of first language speakers to provide words, clarification and translation • distinguish between English and other languages and dialects (ie on hearing English, they attempt to respond in English).	• benefit greatly from the use of first language with peers, and teachers' assistants. • use word by word reading when decoding.	their developing English syntax (eg Saturday stay home) • increasingly use standard English letter patterns, although there may be evidence of writing from the first language • use basic punctuation (eg full stops, question marks, capital letters) • use a limited range of cohesive devices such as a pronoun reference (eg he, she, it) and subject–verb agreement, although not always accurately • use common, everyday vocabulary and some isolated examples of concrete technical vocabulary used in the classroom • when encouraged, will use their first language and previous learning experiences productively to scaffold their writing efforts (eg write in the first language, ask for translations from first language to English from other first language speakers, record new English vocabulary using phonetic spelling from first language, or use a combination of first language and English).

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Years 3 to 6

EMERGING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English), they pay attention to the speaker and acknowledge being spoken to. In this phase, they begin to take a more active role in communication, such as seeking clarification when meaning is unclear.	Learners at the beginning of this phase communicate verbally and nonverbally with some success in familiar situations. In this phase, they communicate with less reliance on formulaic expressions in routine social and classroom situations, attempting to modify their English in response to a range of familiar classroom and social purposes.	Learners at the beginning of this phase decode texts with varying success and begin to recognise some common subject-specific words. As they reach the end of this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language.	Learners at the beginning of this phase understand some basic purposes for writing, initiate writing for their own purposes and communicate their ideas and experience simply through writing, drawing or copying. In this phase, they experiment with common classroom text types with varying grammatical accuracy. First language influence is still evident in text organisation and language features.
Students: • follow simple instructions or directions where the context is obvious and recognise familiar words in spoken texts • demonstrate understanding of short spoken texts, especially those containing known words and phrases, and respond appropriately to familiar formulaic utterances (eg Time to pack up now) • engage in face-to-face interactions, responding to key words and phrases • demonstrate appropriate listening behaviours such as paying attention and	Students: • use formulas, well-rehearsed and common sentence patterns, and short, simple telegraphic utterances to make basic requests, express basic needs and to contribute some relatively complex ideas, usually about concrete subject matter • use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences • use vocabulary that is mainly everyday,	Students: • attend to texts read aloud, following the print and understanding some of the main ideas • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print • differentiate between first language print and English print, and follow English print conventions of reading left to right and top to bottom • read familiar print around the classroom such as posters and signs, and accurately read back their own writing	Students: • write simple sequenced texts (with explicit instruction) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions • engage in joint shared writing, both as observers and participants, offering some ideas and options • follow text models for text structure and some language patterns (eg a long time ago …) • tend to use speech-like sentence

EMERGING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	Writing
looking at the speaker • participate in group learning activities such as games, rhymes and songs, joining in appropriately • respond to social cues • interpret intonation and stress • seek clarification and visual scaffold to extend their understanding of oral texts.	but begin to use some technical vocabulary when talking about topics more technically (eg animals, weather) • use utterances with varying degrees of grammatical accuracy • demonstrate limited control of primary tenses (past, present, future), simple linking conjunctions (and, but) and a small range of pronouns • use comprehensible pronunciation and attempt to approximate English stress and intonation • rely on an attentive interlocutor who is prepared to fill in gaps and predict meaning • make use, when available, of first language speakers to provide words, clarification and translation • imitate oral language conventions, such as taking turns and speaking at a volume suited to the situation.	• interpret texts at a literal level • have a foundational knowledge of predictable English sound–symbol relationships and some common letter patterns (graphemes) • can differentiate between informative and imaginative texts • read short texts with predictable structures and everyday language, and reread more complex, well-known texts using appropriate pauses and intonation • benefit greatly from the use of first language with peers and teachers' assistants • use graphophonic knowledge to attempt pronouncing new words • choose books to look at and read, decoding the print by using the illustrations to assist meaning.	structures based on simple repetitive patterns (eg I play …, I go to lunch …, I go home …), and may use drawings and diagrams to scaffold their communication • use mainly familiar vocabulary, including articles (a, the), a narrow range of prepositions (on, in), common conjunctions (and) and a narrow range of adverbs (very) • use grammatical features that are variable and can include run-on sentences, varying levels of subject–verb agreement, tense consistency and phrases of time and place • increasingly use standard English spelling patterns and demonstrate knowledge of some sound–letter relationships and common sight words • use basic punctuation to separate ideas (eg full stops, question marks, capital letters) • continue to use formulaic expressions when writing.

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Years 7 to 10

EMERGING ENGLISH (Years 7 – 10)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase can understand familiar instructions and information in a variety of classroom situations. In this phase, with scaffolding, they begin to extract specific information from familiar audio-visual texts and understand the gist of teacher explanations involving known subject-specific information.	Learners at the beginning of this phase communicate simply in a variety of familiar classroom contexts. In this phase, they begin to use simple but effective strategies for initiating communication, negotiating meaning and communicating in a range of familiar and some academic contexts. They may appear to make more errors as they start to create their own sentences rather than repeating formulaic expressions.	Learners at the beginning of this phase can interpret simple, culturally accessible texts. In this phase, they begin to read, view and comprehend the purpose, main ideas and most specific information that have been taught in a range of simple texts, including informative texts on familiar topics.	Learners at the beginning of this phase produce basic classroom and social texts following highly structured examples. In this phase, they begin to write for a range of everyday classroom and personal purposes using a bilingual dictionary, bilingual teachers' assistants or bilingual teachers for support. Their first language influence is evident in the way they organise texts.
Students: • participate in two-way conversations on familiar topics in familiar, informal English, responding appropriately and in turn • are beginning to correctly interpret intonation, stress and other culturally-specific nonverbal communication • are unable to process detail that is specialised or comprehend much of the subject-specific terminology that is used if it has not previously been introduced • have limited understanding of vocabulary across different registers	Students: • elaborate on some ideas in coherent speech by using standard expressions to discuss views and attitudes • give short, prepared formal spoken reports, but questions directed to them during or after the presentation may present difficulties • may show evidence of home language background knowledge in verbal and nonverbal communication • experiment with simple grammatical forms, conjunctions and pronouns with varying success	Students: • are beginning to draw inferences and to distinguish opinion from fact • begin to develop understanding beyond the literal level of text, using context clues to make meaning • may be able to comprehend subject-specific words more easily than common words (eg plant, work, feed, which have a range of meanings depending on the context) • use their understanding of basic text organisation to extend their comprehension	Students: • may copy whole chunks of language from a text rather than taking notes and rewriting in their own words • attempt to reproduce basic repertoire of text types (eg an email) • text may exhibit knowledge of common cultural references • formulaic expressions may be used to structure text • are able to use topic sentences and stay on topic • experiment with presenting their own ideas with varying grammatical

EMERGING ENGLISH (Years 7 – 10)			
Listening	Speaking	Reading/viewing	Writing
(particularly the academic register), and this will present as a weakness in comprehension • increasingly distinguish unfamiliar sounds in English • generally ask for help and repetition where necessary.	• use comprehensible pronunciation and develop an awareness of English stress and intonation, although this is not always reproduced accurately • may seek to extend oral skills in English through experimentation with new vocabulary (which can be seen in obvious errors), or else they will communicate effectively by avoiding complex language forms and vocabulary, rather than attempting to develop these.	• begin to combine strategies such as rereading and reading on to facilitate decoding • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print, and benefit greatly from the use of first language with peers and teachers' assistants.	accuracy, using simple connectives and subject-specific vocabulary • show some awareness of the difference between informal and academic language, and experience difficulty in the accurate reproduction of most academic language • use basic punctuation accurately (eg capital letters, full stops and question marks); first language influence is still evident in punctuation • construct paragraphs that may be underdeveloped and show a lack of whole-text consistency • spelling may be inconsistent but when read phonetically does not impede comprehension • edit their text with the teacher.

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Developing English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.
These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.

Foundation to Year 2

DEVELOPING ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase exhibit accepted listening behaviours and interpret meaning in familiar situations. In this phase, they develop their listening skills to be able to infer the meaning of some unfamiliar subject-specific situations if given contextual support.	Learners at the beginning of this phase generally participate appropriately in classroom routines (eg group work) and are producing original utterances rather than relying on formulaic and learned language. In this phase, they become more confident as initiators of conversations and, with support, can achieve in most oral activities required by	Learners at the beginning of this phase read simple texts independently and begin to understand the gist of most class texts independently. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum, although they will	Learners at the beginning of this phase write for a range of classroom purposes with varying grammatical accuracy, although they still exhibit first language influence. In this phase, they begin to produce a range of text types from across the curriculum, showing an awareness of coherence, purpose and audience.

DEVELOPING ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
	the teacher.	rely largely on illustrations to construct meaning.	
Students: • actively attend to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular • have increased listening participation across a wider range of social and learning situations, including listening to a talk, teacher instructions or classroom discussions, when the language is in context • get the gist of unfamiliar English in predictable social and learning situations • follow simple teacher direction and explanations with less dependence on gesture and visuals, drawing on a range of discourse markers (such as expression) to help make meaning • are beginning to respond to different registers and understand the importance of listening for different purposes • interpret most language literally, although they are beginning to hear humour • can hear most of the sounds in English, including consonant blends, short and long vowels, and diphthongs • develop understandings of sentence	Students: • speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order rather than intonation (eg Do you like …? instead of You like …?) • understand that the use and choice of language are dependent upon the social or classroom situation, and can use familiar structures in some less familiar contexts (eg borrowing a library book) • use pronunciation that increasingly approximates the English they hear around them, losing first language features in their pronunciation • use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum • begin to generate their own language, combining known formulas and vocabulary to make original utterances • adapt available vocabulary to talk around a topic in order to compensate for unknown vocabulary, attempting approximations using known language to cover gaps	Students: • begin to understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts such as maps and tables are read in specific ways • continue to use first language culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages • use appropriate intonation when reading statements, questions and dialogue • use their growing oral language and grammatical knowledge to read at the phrasal level, putting collocating words together as they read (eg once upon a time), and following simple cohesive devices in texts (eg later, next, in the end) • comprehend mostly at the literal level and rely on teacher input to grasp inferential meanings • can read common irregular words such as which and who, and can recognise and read more complex, but still	Students: • use familiar language and repeated structures to generate writing (eg On the weekend I …) • write short, simple texts that communicate their ideas for an increasing variety of purposes, beginning to use features of written rather than spoken English • continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts • spell with greater accuracy common words learned in the classroom and spell other words based on their own pronunciation (eg facary for factory), phonetic interpretations based on first language (eg oba dere for over there) • separate ideas when writing by using full stops, experimenting with commas and attempt paragraphing • use simple sentence structures and make some attempts at compound and complex sentences, although there are still syntactical errors in their writing

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DEVELOPING ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
types (eg questions) through word order rather than intonation alone • are beginning to understand subject-specific vocabulary, contractions (eg won't), some colloquialisms and idioms relevant to the early years context (eg Let's be quiet little mice) • seek repetition and clarification in order to understand spoken language, and may ask other first language speakers for meanings of words to check or confirm their own understandings.	• may still choose to explore more complex ideas in first language and may use first language structures and features when attempting unfamiliar English constructions (code-switch), or may code-mix (mix first language and English) to convey more complex ideas.	common, letter patterns (eg -igh). When instructed, they can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) • use a range of strategies for working out words and their meanings and to self-correct, including their developing knowledge of everyday and specialist vocabulary, and their knowledge of sentence structure and sound–letter relationships • use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task and reading on.	• move from words to phrases, using a small range of phrases expressing the circumstances of an event (eg 'Stir the water slowly' or In the afternoons, we play soccer) and some expanded noun groups (eg one kind of spider that I know) • use an expanding range of vocabulary in writing, although it is still reflective of their spoken vocabulary • may use first language to plan writing or draw on words from first language when an English equivalent is not known • edit writing with growing support to enhance fluency, accuracy and readability • participate in shared writing activities as well as writing independently.

Years 3 to 6

DEVELOPING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase understand spoken English used to talk about familiar and some unfamiliar topics. In this phase, they begin to follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk.	Learners at the beginning of this phase communicate and learn through English in predictable social and learning situations. In this phase, they develop independence in selecting and using a small range of English features, while still relying on others to restate or suggest vocabulary and sentence structure.	Learners at the beginning of this phase understand the purpose of most texts and are beginning to understand the gist of most class texts independently. In this phase, they independently read and understand a range of more complex and lengthy texts with predictable structures and familiar vocabulary, but they continue to rely on illustrations to construct meaning.	Learners at the beginning of this phase reproduce basic models of most classroom text types, but not at the expected levels of the achievement standards. In this phase, they can write a variety of texts in different curriculum areas with some accuracy in text features, organisation and cohesion, provided that this has been adequately modelled by the teacher.
Students: • understand teacher questions and can relay messages • understand instructions, recounts and explanations when supported by clear contexts • give relevant details of spoken texts listened to, such as retelling a sequence of events • respond to different registers appropriately (eg match a formal response to a formal request) • understand that open-ended questions (how and why questions) require more than a yes or no answer	Students: • initiate and participate in casual exchanges with English-speaking peers, and contribute information and express ideas in group tasks and classroom discussions using politeness conventions • recount news (giving details involving where, when, who and what in a time sequence) and can give a short prepared talk on a familiar topic • use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the	Students: • understand and enjoy texts read aloud, identifying characters and retelling sequences of events • identify the main idea in a paragraph or text, find specific information and make some inferences based on their prior knowledge • continue to use first language, culture and experiences, when given the opportunity, to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages • identify some unfamiliar cultural	Students: • plan and write conventional texts, including informative texts and imaginative texts, sequencing information for specific types of texts, such as information reports • present information appropriately (eg diagram, graph) • show understanding of the structure and function of paragraphs, including topic sentences • use a number of common conjunctions and relative pronouns to combine simple sentences into compound and complex sentences

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DEVELOPING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	Writing
• understand common, everyday vocabulary and know that some words can have more than one meaning, and demonstrate a tentative understanding of vocabulary beyond immediate personal and school experiences • participate confidently in shared texts, such as songs and poetry • can take notes if given note-taking frameworks and if information is not overly complex or unfamiliar.	curriculum • begin to use some colloquial language • use basic English features including intonation, and combine and manipulate learned speech patterns, although errors are still apparent (eg I don't know where is it) • identify and describe people, places and things using simple vocabulary, and use basic time markers, common prepositions, some common contractions and simple negative forms • choose linking conjunctions (eg and, then, but, or, so) to form compound sentences and a small range of conjunctions (eg because, when, before, after) to form complex sentences • use pronunciation that increasingly approximates the English they hear around them, discarding first language features in their pronunciation • speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order • use English dictionaries • rehearse oral productions.	references • use a range of strategies for working out words and their meanings, including their developing knowledge of everyday and specialist vocabulary and their knowledge of sentence structure and sound–letter relationships • use appropriate intonation when reading statements, questions and dialogue • can read many irregular words and can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) • use their growing oral language to extend their reading and understand how to use morphemes to identify word meaning (eg big in bigger and biggest) • use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task, skimming, scanning and reading on.	• use pronoun reference with noun/pronoun agreement (eg Mary … she … her) • use appropriate time sequencing (eg first, next, finally) • use subject–verb agreement with some accuracy • use present and past tense verbs, although they may overgeneralise past tense endings (eg drinked, buyed) • use an expanding vocabulary, including subject-specific vocabulary, and select suitable words to enhance descriptions (eg huge instead of big) • edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms • continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English in order to construct texts • participate in shared writing, brainstorming and conferencing as pre- and post-writing activities • engage in planning and writing, accessing vocabulary and spelling knowledge to edit their own work.

Years 7 to 10

DEVELOPING ENGLISH (Years 7 – 10)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase understand the gist of most classroom interactions and information, provided that this is presented clearly and at a moderate pace. In this phase, they listen successfully in a wide range of social (informal) contexts, although they will still experience difficulty in understanding the main points in most academic (formal) contexts.	Learners at the beginning of this phase communicate effectively in the classroom, but not in all academic contexts. In this phase, they participate in, maintain and can achieve in most oral activities required by the teacher.	Learners at the beginning of this phase understand the main ideas of familiar classroom texts. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum.	Learners at the beginning of this phase write independently for a range of classroom purposes with varying grammatical accuracy. They still exhibit first language influence in text and language structure. In this phase, they begin to produce a range of text types from across the curriculum, showing coherence and an awareness of purpose and audience.
Students: • respond appropriately in most unplanned exchanges • are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture) • begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing • understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand • understand the gist of small amounts of non-literal and generalised information	Students: • ask questions and respond successfully in a wide range of social and some academic contexts, using politeness conventions • give and justify opinions if given a supportive environment • participate successfully in group discussions and tutorials, using communicative strategies (eg entering the conversation) correctly, provided that this is on a familiar topic • demonstrate an awareness and growing control of register in the creation of their spoken texts	Students: • may still be experiencing difficulty discriminating literal meaning from implied meaning, subtle references, innuendo and sociocultural references • use appropriate intonation when reading statements, questions and dialogue • can transfer information from a text to another format (eg diagram, graph) • can read many irregular words, and can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for	Students: • may produce writing that does not reflect their potential because preparatory reading has taken most of the time and limited the available time for drafting and editing • create a range of types of texts, using growing knowledge of text structure • continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication • use cohesive devices to link both within and across paragraphs • use pronoun reference with noun/pronoun agreement (eg Mary …

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DEVELOPING ENGLISH (Years 7 – 10)			
Listening	Speaking	Reading/viewing	Writing
when appropriate background is given • identify a range of vocabulary across different learning areas • may ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.	• use appropriate nonverbal language in most familiar contexts • moderate their pronunciation, pace and emphasis so that they are understood in most situations, and accent rarely impedes communication • use a growing range of technical vocabulary and begin to use some imagery and colloquialisms • plan and rehearse more formal spoken to improve fluency and accuracy of oral language • can be understood in most contexts.	past tense of regular verbs) • use graphophonic, syntactic and semantic cues to work out the meanings of unfamiliar words • follow meaning across sentences and paragraphs by tracking basic cohesive and reference items • make predictions about the likely content of texts based on their understanding of the different purposes and structures of text types • use a growing range of strategies to extend their reading such as adjusting their reading rate according to the task, skimming, scanning and reading on • continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages.	she … her) • use appropriate time sequencing (eg first, next, finally) • use appropriate abbreviations in notes • begin to apply referencing conventions appropriately • independently edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms • continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts.

Consolidating English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.
These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.

Foundation to Year 2

CONSOLIDATING STANDARD AUSTRALIAN ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase are able to infer the meaning of some unfamiliar subject-specific situations if given contextual support. In this phase, they independently comprehend most social and academic oral texts relevant to Early Childhood years.	Learners at the beginning of this phase initiate conversations and, with support, can achieve in most oral activities required by the teacher. In this phase, they competently use the features and conventions of English and monitor their speech to enhance communication.	Learners at the beginning of this phase show some understanding beyond the literal level of main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum. They will rely largely on illustrations to construct meaning. In this phase, they independently decode texts and are able to summarise and paraphrase key ideas.	Learners at the beginning of this phase begin to produce a range of text types from across the curriculum, showing an awareness of coherence, purpose and audience. In this phase, they begin to independently produce a range of English texts relevant to Early Childhood years, using age-appropriate punctuation, spelling and grammar.

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CONSOLIDATING STANDARD AUSTRALIAN ENGLISH (Years F – 2)			
Listening	Speaking	Reading/viewing	Writing
Students: • actively attend to the conversations of other English speakers on familiar classroom topics • can listen across a wide range of social and learning situations when visual cues are provided for scaffolding • follow teacher direction and explanations • respond to different registers and understand the importance of listening for different purposes • understand basic references to humour if it is not culturally laden • can hear most of the sounds in English, including short and long vowels and diphthongs • have a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms • draw on a range of discourse markers (such as expression) to help make meaning • ask other first language speakers for meanings of words to check or confirm their own understandings.	Students: • can use a range of language structures in a range of contexts • independently construct simple descriptions, procedures, instructions and recounts • use pronunciation that is clear and easy to comprehend • begin to intuit word stress • speak fluently and mostly accurately for a range of school purposes • have an expanding range of vocabulary related to curriculum topics, but still make occasional mistakes • generate their own language, and make original utterances, although they still make some errors • may develop bilingual/bidialectal behaviours and thinking, enabling them to code-switch appropriately.	Students: • understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts are read in specific ways • read and view texts for social and academic purposes • comprehend at the literal level and may still rely on teacher input to grasp inferential meanings • read some complex sentences containing some unknown words • use appropriate word stress and intonation when reading • request the help of a teacher to clarify instructions or confirm the meaning of unfamiliar words.	Students: • write independently at an age-appropriate level in a range of contexts across the curriculum • write recounts using a sequence of events that is expected for English (eg linear text organisation, introduction and events in chronological order) • may still use cultural references that they are unable to explain • can identify most spelling errors of common words when proofreading • use simple punctuation with accuracy • use increasingly varied vocabulary, including adjectives to refine meaning (eg red car, racing car) • have control over compound sentences • can use alternative vocabulary to explain meaning in English if the desired word is unknown • continue to use first language and previous learning experiences as they develop an understanding of differences in text types and linguistic features between first language and English to construct texts.

Years 3 to 6

CONSOLIDATING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase understand spoken English used to talk about familiar and most unfamiliar topics, follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk. In this phase, they will still need support in complex or culturally bound texts.	Learners at the beginning of this phase communicate effectively in most situations. In this phase, they begin to communicate confidently with peers and familiar adults in informal contexts, use appropriate registers for different situations and functions, and an appropriate register when speaking to adults.	Learners at the beginning of this phase are beginning to apply learned reading strategies and their knowledge of English to make some sense of unfamiliar text. In this phase, they independently read and understand a range of familiar and unfamiliar imaginative, informative and electronic media texts, and use key organisational and language features to interpret these texts.	Learners at the beginning of this phase can produce a range of types of texts for different purposes on a range of topics, demonstrating knowledge of the topic and control of text structures and key grammatical features. In this phase, they begin to approximate the writing of native speakers, although grammatical inconsistencies and influence of first language are still evident in their writing.
Students: • understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand • are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture) • understand the main points of small amounts of non-literal and generalised information when appropriate background is given • respond to different registers and understand the importance of listening for different purposes • can interpret meaning and feelings from	Students: • choose between ways of expressing statements, questions, offers and commands, and use them accurately • prepare and present talks to an audience, construct brief oral arguments and can take on the role of welcoming, introducing or thanking a visiting speaker • experiment with how meanings are varied by changing volume, intonation and emphasis when speaking and reading aloud • enter and exit conversations using less formulaic initiating and closing moves • negotiate and participate successfully in	Students: • read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as life cycles and flow charts) • participate in class and group discussions to interpret texts, giving their own opinion and comparing it with those of others • identify the purpose and intended audience of texts • identify main ideas and specific information in texts, and demonstrate understanding of the storyline when retelling, paraphrasing and answering	Students: • use text models to assist with text structure and sources to provide essential content information • plan their writing with particular audiences in mind • use some formulaic expressions (eg I will now discuss …) and employ structural features such as headings and subheadings • are beginning to use phrases of time at the beginning of sentences to foreground particular elements of the text (eg At the beginning of the year …), and use the passive voice as part of science reporting (eg The leaf was put in

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CONSOLIDATING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	Writing
intonation, volume, stress, repetition and pacing • can respond appropriately in most unplanned exchanges • can understand subject-specific vocabulary in most contexts • request repetition or clarification if speech contains too many cultural references • may ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.	group work • seek information by using a range of questions with varying degrees of accuracy • use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate), and can identify multiple meanings of many familiar words (eg a space between words, outer space) • reproduce a range of colloquialisms and idioms with confidence (eg Who do you go for?) • use phrases of time and place to expand information, longer noun groups to expand descriptions, conjunctions to construct compound and complex sentences, and a small range of linking elements such as pronoun reference across sentences (eg My mum has a new computer. It's a …) • rephrase difficult vocabulary or structures.	questions • find specific information or detail from informative texts to answer 'how' or 'why' questions, and draw conclusions and make decisions based on information gained from different sources • continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages • use knowledge of grammar to decode complex sentences and reread texts to confirm details if the information is incompletely understood • apply and integrate strategies to comprehend and learn at the text, sentence and word level, including using illustrations, prior knowledge and making inferences with scaffolding.	the sun … rather than We put the leaf in the sun ...) • demonstrate control over grammatical features such as tenses, different types of verbs, phrases of time and place, compound and complex sentences, and pronoun reference • 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 (eg abdomen, stomach, belly) • employ a range of modal elements and a small range of evaluative vocabulary in evaluative texts, and are becoming aware of the cultural sensitivities associated with certain words (eg a fat man) • edit for accuracy of content, text structure, spelling and grammatical correctness.

Years 7 to 10

CONSOLIDATING ENGLISH (Years 7 – 10)			
Listening	Speaking	Reading/viewing	Writing
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.			
Learners at the beginning of this phase understand most of the information they encounter on a daily basis within the school environment. As they near the end of this phase, they begin to take part in extended discourse, interpret and extract information from subject-specific spoken texts, and take notes from spoken presentations with accuracy. Specific cultural references may still cause confusion.	Learners at the beginning of this phase communicate confidently and effectively in most situations, although some first language influence may still be evident in nonverbal communication. As they near the end of this phase, they express themselves fluently in a range of situations and effectively use communication strategies to interact purposefully.	Learners at the beginning of this phase understand literal and inferential information in most classroom texts. In this phase, they independently read and respond to a wide range of authentic, accessible texts from across the curriculum and from a range of media, as well as showing the ability to apply information gleaned to new situations.	Learners at the beginning of this phase create a wide range of text types used across the curriculum with limited support, showing variation in their writing according to context, audience and purpose. In this phase, they require less support and broaden their ability to produce less familiar text forms in subject-specific areas, provided that these are adequately modelled.
Students: • understand examples of relatively overt subjective language and interpret the intention of the speaker, using their knowledge of how intonation, volume and lexical choice create meaning • identify everyday humour in spoken texts • have increased ability to understand extended monologic discourse and teacher talk at native speaker speed, but may still require visual or print scaffolding for more abstract concepts • understand a range of dialects and colloquial language, and monitor spoken	Students: • 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 • show good control of a wide range of registers and some idiomatic and colloquial expressions • express thoughts and feelings by using allusions and making jokes • speak clearly and pronounce most sounds correctly • take part in extended discourse fluently	Students: • still need scaffolding in making inferences from texts that rely on long immersion in the culture • reflect on the purposes of different types of texts and read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as reports, life cycles and flow charts) • understand a wide range of general vocabulary, phrasal verbs and nominalisations • take notes that identify and interpret the	Students: • plan their writing with particular audiences in mind • write clear, well-structured texts • use expressions, collocation and colloquialisms, although writing may still not always reflect a native speaker-like knowledge of commonly accepted and expected ways of expression in the academic register • demonstrate consistent control over a range of text types and their commonly used grammatical features • incorporate direct and indirect speech, abbreviations, symbols and graphic

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CONSOLIDATING ENGLISH (Years 7 – 10)			
Listening	Speaking	Reading/viewing	Writing
language for relevance and accuracy • identify a range of language devices and how these are used to achieve specific effects (eg poetic devices and repetition in speeches) • request repetition or clarification if speech contains too many cultural references.	and spontaneously on a range of topics, showing their versatility of expression • use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate) and can identify multiple meanings of many familiar words (eg angle in English and angle in mathematics) • negotiate and participate successfully in group work • use paraphrase to cover gaps in vocabulary or structural knowledge.	main ideas, issues and plot developments, as well as supporting details and quotations that may be used to justify an opinion or response • 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 • choose and integrate effective reading strategies to extend their understanding • continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages.	devices for effect • experiment with sophisticated language features such as simile and metaphor • 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 (eg abdomen, stomach, belly) • effectively employ cohesive devices between sentences and paragraphs to create clarity and fluency • reference sources correctly • review and edit their work independently

EAL/D learning progression: View by language modes

This view of the EAL/D learning Progression is organised to show progression across the stages of school for all phases of language learning within each of the languages modes of listening, speaking, reading/viewing and writing. Throughout this resource, English refers to Standard Australian English.

Listening

Beginning English: Some Print Literacy in First Language

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

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LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase are unfamiliar with the sounds of English. In this phase, they begin to take cues from speakers around them and participate in simple classroom routines.	Learners at the beginning of this phase are new to the sounds of English. In this phase, they begin to attend to the sounds of English and identify individual words, phrases, tones and inflections.	Learners at the beginning of this phase are tuning in to the sounds of English. They attempt to listen and interpret the new language for short periods. In this phase, they begin to understand common instructions, basic questions, short descriptions and the gist of explanations in familiar contexts and in areas related to their prior knowledge and experience.
Students • may not exhibit typical listening behaviours (eg looking at the teacher) or indicate if they have understood • may begin to mimic the responses of others to spoken instructions (eg lining up at the classroom door) • understand clear, unambiguous contextual support of gestures, images and modelling when being spoken to (eg the teacher miming eating and pointing to their lunchboxes when instructing students that it is lunchtime) • find some English sounds unfamiliar and difficult to distinguish from each other.	Students • respond appropriately to clear commands (eg Make two lines), when others are doing the same • identify some known vocabulary as single words and sometimes in a sentence sequence of sounds when the known word is stressed (eg Give me your book) • are becoming aware of expected listening behaviour in the classroom • rely on gestures and visual images to access meanings in texts listened to and read aloud • understand a narrow range of action verbs (eg sit, run, kick, sing) • recognise some common phrases in familiar contexts (eg on the desk) • listen to texts read aloud and identify events and characters when supported by pictures • use contextual cues and first language to follow communication in everyday classroom routines and sometimes seek help from others	Students • respond to spoken English in familiar and predictable situations where the diction is clear and the pace slow • respond to nonverbal cues that match their own culture • identify some known vocabulary as single words and sometimes in a sentence sequence of sounds when the known word is stressed (eg Give me your book) • mask when they do not understand classroom discussions or work • may nod or speak, but not always be in turn • rely on gestures and visual support for understanding, and begin to ask for help from others.

Emerging English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes		
Learners at the beginning of this phase successfully distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English). In this phase, they become more attentive listeners and understand 'tone of voice' (eg teacher praise).	Learners at the beginning of this phase distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English), they pay attention to the speaker and acknowledge being spoken to. In this phase, they begin to take a more active role in communication, such as seeking clarification when meaning is unclear.	Learners at the beginning of this phase can understand familiar instructions and information in a variety of classroom situations. In this phase, with scaffolding, they begin to extract specific information from familiar audio-visual texts and understand the gist of teacher explanations involving known subject-specific information.
Students: • attend for short periods to simple stories and songs with visual scaffolds • may show comprehension through action and gesture rather than words	Students: • follow simple instructions or directions where the context is obvious and recognise familiar words in spoken texts • demonstrate understanding of short spoken texts, especially those containing known words and phrases,	Students: • participate in two-way conversations on familiar topics in familiar, informal English, responding appropriately and in turn • are beginning to correctly interpret intonation, stress and

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LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (eg Come to the mat), and simple questions asking for personal information (eg What's your name?) • use first language knowledge of the world to make interpretations of spoken texts and may use other first language speakers to confirm understanding, ask for clarification, translate, repeat or paraphrase – this is positive learning behaviour • increasingly discriminate between sounds in English, including initial, medial and final sounds • use intonation and stress on words to gain meaning from spoken English (eg hear approval or displeasure, or distinguish between a question and a command) • require time to process information and respond.	and respond appropriately to familiar formulaic utterances (eg Time to pack up now) • engage in face-to-face interactions, responding to key words and phrases • demonstrate appropriate listening behaviours such as paying attention and looking at the speaker • participate in group learning activities such as games, rhymes and songs, joining in appropriately • respond to social cues • interpret intonation and stress • seek clarification and visual scaffold to extend their understanding of oral texts.	other culturally-specific nonverbal communication • are unable to process detail that is specialised or comprehend much of the subject-specific terminology that is used if it has not previously been introduced • have limited understanding of vocabulary across different registers (particularly the academic register), and this will present as a weakness in comprehension • increasingly distinguish unfamiliar sounds in English • generally ask for help and repetition where necessary.

Developing English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase exhibit accepted listening behaviours and interpret meaning in familiar situations. In this phase, they develop their listening skills to be able to infer the meaning of some unfamiliar subject-specific situations if given contextual support.	Learners at the beginning of this phase understand spoken English used to talk about familiar and some unfamiliar topics. In this phase, they begin to follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk.	Learners at the beginning of this phase understand the gist of most classroom interactions and information, provided that this is presented clearly and at a moderate pace. In this phase, they listen successfully in a wide range of social (informal) contexts, although they will still experience difficulty in understanding the main points in most academic (formal) contexts.
Students: • actively attend to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular	Students: • understand teacher questions and can relay messages • understand instructions, recounts and explanations when supported by clear contexts	Students: • respond appropriately in most unplanned exchanges • are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture)

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LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• have increased listening participation across a wider range of social and learning situations, including listening to a talk, teacher instructions or classroom discussions, when the language is in context • get the gist of unfamiliar English in predictable social and learning situations • follow simple teacher direction and explanations with less dependence on gesture and visuals, drawing on a range of discourse markers (such as expression) to help make meaning • are beginning to respond to different registers and understand the importance of listening for different purposes • interpret most language literally, although they are beginning to hear humour • can hear most of the sounds in English, including consonant blends, short and long vowels, and diphthongs • develop understandings of sentence types (eg questions) through word order rather than intonation alone • are beginning to understand subject-specific vocabulary, contractions (eg won't), some colloquialisms and idioms relevant to the early years context (eg Let's be quiet little mice) • seek repetition and clarification in order to understand spoken language, and may ask other first language speakers for meanings of words to check or confirm their own understandings.	• give relevant details of spoken texts listened to, such as retelling a sequence of events • respond to different registers appropriately (eg match a formal response to a formal request) • understand that open-ended questions (how and why questions) require more than a yes or no answer • understand common, everyday vocabulary and know that some words can have more than one meaning, and demonstrate a tentative understanding of vocabulary beyond immediate personal and school experiences • participate confidently in shared texts, such as songs and poetry • can take notes if given note-taking frameworks and if information is not overly complex or unfamiliar.	• begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing • understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand • understand the gist of small amounts of non-literal and generalised information when appropriate background is given • identify a range of vocabulary across different learning areas • may ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.

Consolidating English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase are able to infer the meaning of some unfamiliar subject-specific situations if given contextual support. In this phase, they independently comprehend most social and academic oral texts relevant to Early Childhood years.	Learners at the beginning of this phase understand spoken English used to talk about familiar and most unfamiliar topics, follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk. In this phase, they will still need support in complex or culturally bound texts.	Learners at the beginning of this phase understand most of the information they encounter on a daily basis within the school environment. As they near the end of this phase, they begin to take part in extended discourse, interpret and extract information from subject-specific spoken texts, and take notes from spoken presentations with accuracy. Specific cultural references may still cause confusion.
Students: • actively attend to the conversations of other English speakers on familiar classroom topics • can listen across a wide range of social and learning situations when visual cues are provided for scaffolding • follow teacher direction and explanations	Students: • understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand • are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture)	Students: • understand examples of relatively overt subjective language and interpret the intention of the speaker, using their knowledge of how intonation, volume and lexical choice create meaning • identify everyday humour in spoken texts

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LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• respond to different registers and understand the importance of listening for different purposes • understand basic references to humour if it is not culturally laden • can hear most of the sounds in English, including short and long vowels and diphthongs • have a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms • draw on a range of discourse markers (such as expression) to help make meaning • ask other first language speakers for meanings of words to check or confirm their own understandings.	• understand the main points of small amounts of non-literal and generalised information when appropriate background is given • respond to different registers and understand the importance of listening for different purposes • can interpret meaning and feelings from intonation, volume, stress, repetition and pacing • can respond appropriately in most unplanned exchanges • can understand subject-specific vocabulary in most contexts • request repetition or clarification if speech contains too many cultural references • may ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.	• have increased ability to understand extended monologic discourse and teacher talk at native speaker speed, but may still require visual or print scaffolding for more abstract concepts • understand a range of dialects and colloquial language, and monitor spoken language for relevance and accuracy • identify a range of language devices and how these are used to achieve specific effects (eg poetic devices and repetition in speeches) • request repetition or clarification if speech contains too many cultural references.

Speaking

Beginning English Some Print Literacy in First Language

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.		While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase are unfamiliar with the sounds of English. In this phase, they begin to take cues from speakers around them and participate in simple classroom routines.	Learners at the beginning of this phase are new to the sounds of English. In this phase, they begin to attend to the sounds of English and identify individual words, phrases, tones and inflections.	Learners at the beginning of this phase are tuning in to the sounds of English. They attempt to listen and interpret the new language for short periods. In this phase, they begin to understand common instructions, basic questions, short descriptions and the gist of explanations in familiar contexts and in areas related to their prior knowledge and experience.
Students: • use gesture to communicate, or body language such as	Students: • sometimes join in oral activities involving songs and	Students: • initiate and respond to simple statements in familiar

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SPEAKING

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
tugging on a teacher's arm • rarely initiate communications or participate verbally in group activities • begin to mimic words used by teachers and classmates, and pick up very routine and repetitive language that is associated with their immediate needs (eg no, toilet) • are more likely to communicate in one-on-one interaction with people they trust, and in their first language • may be silent for extended periods • are only beginning to understand that communication can occur in another language.	rhymes • begin to express needs and respond to simple directions and questions using single words or nonverbal responses such as shrugs • distinguish between spoken English and first language/dialect • use a limited range of concrete home and school vocabulary that is high frequency • exhibit beginning understanding of word order in simple phrases and sentences • pronounce some English words and phrases so that they can be understood • watch, listen, imitate and repeat words and phrases, and rely on the English speaker to support and interpret their utterances.	contexts, such as everyday greetings • distinguish between spoken English and first language/dialect • make tentative attempts at polite request forms and often use statements instead of polite requests, which may be perceived as rudeness but indicate, instead, a lack of cultural knowledge • use common vocabulary and simple grammatical patterns with variable accuracy to achieve their immediate communicative needs • pronounce words clearly enough for understanding • imitate and repeat words and phrases, and rely on a supportive interlocutor.

Emerging English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase successfully distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English). In this phase, they become more attentive listeners and understand 'tone of voice' (eg teacher praise).	Learners at the beginning of this phase distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English), they pay attention to the speaker and acknowledge being spoken to. In this phase, they begin to take a more active role in communication, such as seeking clarification when meaning is unclear.	Learners at the beginning of this phase can understand familiar instructions and information in a variety of classroom situations. In this phase, with scaffolding, they begin to extract specific information from familiar audio-visual texts and understand the gist of teacher explanations involving known subject-specific information.

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SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students: • participate in highly structured routine exchanges located in the immediate environment, using gesture, isolated words, formulaic language and well-rehearsed patterns to express needs and information • initially watch and imitate some social and classroom activities • use comprehensible pronunciation and attempt to approximate English stress and intonation • move from using single words and telegraphic speech, and begin to repeat short, familiar phrases and simple language structures • initially use spoken vocabulary focused on content words connected with immediate interests or needs, or vocabulary required to participate in classroom routines (eg finished) • demonstrate a beginning understanding of word order in simple phrases and sentences • use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences • make use, when available, of first language speakers to provide words, clarification and translation • distinguish between English and other languages and dialects (ie on hearing English, they attempt to respond in English).	Students: • use formulas, well-rehearsed and common sentence patterns, and short, simple telegraphic utterances to make basic requests, express basic needs and to contribute some relatively complex ideas, usually about concrete subject matter • use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences • use vocabulary that is mainly everyday, but begin to use some technical vocabulary when talking about topics more technically (eg animals, weather) • use utterances with varying degrees of grammatical accuracy • demonstrate limited control of primary tenses (past, present, future), simple linking conjunctions (and, but) and a small range of pronouns • use comprehensible pronunciation and attempt to approximate English stress and intonation • rely on an attentive interlocutor who is prepared to fill in gaps and predict meaning • make use, when available, of first language speakers to provide words, clarification and translation • imitate oral language conventions, such as taking turns and speaking at a volume suited to the situation.	Students: • elaborate on some ideas in coherent speech by using standard expressions to discuss views and attitudes • give short, prepared formal spoken reports, but questions directed to them during or after the presentation may present difficulties • may show evidence of home language background knowledge in verbal and nonverbal communication • experiment with simple grammatical forms, conjunctions and pronouns with varying success • use comprehensible pronunciation and develop an awareness of English stress and intonation, although this is not always reproduced accurately • may seek to extend oral skills in English through experimentation with new vocabulary (which can be seen in obvious errors), or else they will communicate effectively by avoiding complex language forms and vocabulary, rather than attempting to develop these.

Developing English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes		
Learners at the beginning of this phase generally participate appropriately in classroom routines (eg group work) and are producing original utterances rather than relying on formulaic and learned language. In this phase, they become more confident as initiators of conversations and, with support, can achieve in most oral activities required by the teacher.	Learners at the beginning of this phase communicate and learn through English in predictable social and learning situations. In this phase, they develop independence in selecting and using a small range of English features, while still relying on others to restate or suggest vocabulary and sentence structure.	Learners at the beginning of this phase communicate effectively in the classroom, but not in all academic contexts. In this phase, they participate in, maintain and can achieve in most oral activities required by the teacher.
Students: • speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order rather than intonation (eg Do you like …? instead of You like …?)	Students: • initiate and participate in casual exchanges with English-speaking peers, and contribute information and express ideas in group tasks and classroom discussions using politeness conventions	Students: • ask questions and respond successfully in a wide range of social and some academic contexts, using politeness conventions • give and justify opinions if given a supportive

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SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• understand that the use and choice of language are dependent upon the social or classroom situation, and can use familiar structures in some less familiar contexts (eg borrowing a library book) • use pronunciation that increasingly approximates the English they hear around them, losing first language features in their pronunciation • use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum • begin to generate their own language, combining known formulas and vocabulary to make original utterances • adapt available vocabulary to talk around a topic in order to compensate for unknown vocabulary, attempting approximations using known language to cover gaps • may still choose to explore more complex ideas in first language and may use first language structures and features when attempting unfamiliar English constructions (code-switch), or may code-mix (mix first language and English) to convey more complex ideas.	• recount news (giving details involving where, when, who and what in a time sequence) and can give a short prepared talk on a familiar topic • use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum • begin to use some colloquial language • use basic English features including intonation, and combine and manipulate learned speech patterns, although errors are still apparent (eg I don't know where is it) • identify and describe people, places and things using simple vocabulary, and use basic time markers, common prepositions, some common contractions and simple negative forms • choose linking conjunctions (eg and, then, but, or, so) to form compound sentences and a small range of conjunctions (eg because, when, before, after) to form complex sentences • use pronunciation that increasingly approximates the English they hear around them, discarding first language features in their pronunciation • speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order • use English dictionaries • rehearse oral productions.	environment • participate successfully in group discussions and tutorials, using communicative strategies (eg entering the conversation) correctly, provided that this is on a familiar topic • demonstrate an awareness and growing control of register in the creation of their spoken texts • use appropriate nonverbal language in most familiar contexts • moderate their pronunciation, pace and emphasis so that they are understood in most situations, and accent rarely impedes communication • use a growing range of technical vocabulary and begin to use some imagery and colloquialisms • plan and rehearse more formal spoken to improve fluency and accuracy of oral language • can be understood in most contexts.

Consolidating English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant Standard Australian English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase initiate conversations and, with support, can achieve in most oral activities required by the teacher. In this phase, they competently use the features and conventions of English and monitor their speech to enhance communication.	Learners at the beginning of this phase communicate effectively in most situations. In this phase, they begin to communicate confidently with peers and familiar adults in informal contexts, use appropriate registers for different situations and functions, and an appropriate register when speaking to adults.	Learners at the beginning of this phase communicate confidently and effectively in most situations, although some first language influence may still be evident in nonverbal communication. As they near the end of this phase, they express themselves fluently in a range of situations and effectively use communication strategies to interact purposefully.
Students: • can use a range of language structures in a range of contexts • independently construct simple descriptions, procedures, instructions and recounts	Students: • choose between ways of expressing statements, questions, offers and commands, and use them accurately • prepare and present talks to an audience, construct brief	Students: • 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

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SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• use pronunciation that is clear and easy to comprehend • begin to intuit word stress • speak fluently and mostly accurately for a range of school purposes • have an expanding range of vocabulary related to curriculum topics, but still make occasional mistakes • generate their own language, and make original utterances, although they still make some errors • may develop bilingual/bidialectal behaviours and thinking, enabling them to code-switch appropriately.	oral arguments and can take on the role of welcoming, introducing or thanking a visiting speaker • experiment with how meanings are varied by changing volume, intonation and emphasis when speaking and reading aloud • enter and exit conversations using less formulaic initiating and closing moves • negotiate and participate successfully in group work • seek information by using a range of questions with varying degrees of accuracy • use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate), and can identify multiple meanings of many familiar words (eg a space between words, outer space) • reproduce a range of colloquialisms and idioms with confidence (eg Who do you go for?) • use phrases of time and place to expand information, longer noun groups to expand descriptions, conjunctions to construct compound and complex sentences, and a small range of linking elements such as pronoun reference across sentences (eg My mum has a new computer. It's a …) • rephrase difficult vocabulary or structures.	• show good control of a wide range of registers and some idiomatic and colloquial expressions • express thoughts and feelings by using allusions and making jokes • speak clearly and pronounce most sounds correctly • take part in extended discourse fluently and spontaneously on a range of topics, showing their versatility of expression • use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate) and can identify multiple meanings of many familiar words (eg angle in English and angle in Mathematics) • negotiate and participate successfully in group work • use paraphrase to cover gaps in vocabulary or structural knowledge.

Reading/ Viewing

Beginning English: Some Print Literacy in First Language

<table>
<tr><th colspan="2">CHARACTERISTICS OF THIS LEARNER GROUP
Each phase describes a period of significant Standard Australian English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.</th><th>AGE-RELATED CONSIDERATIONS</th></tr>
<tr><td colspan="2">These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.</td><td>While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.</td></tr>
<tr><th>YEARS F – 2</th><th>YEARS 3 – 6</th><th>YEARS 7 – 10</th></tr>
<tr><td colspan="3">Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that:
• placement on this continuum should be based on a body of evidence and not just one work sample
• ability in one mode is not an indication of ability across all modes.</td></tr>
<tr><td>Learners at the beginning of this phase are new to print in English and to reading routines in Australian classrooms. In this phase, they begin to read and understand texts, read common sight words and use beginning knowledge of English sounds and symbols to decode words and begin to interpret the literal information in visual texts with teacher support.</td><td>Learners at the beginning of this phase understand that print transmits and records ideas and events, although they may have had little or no previous experience with print texts in English. In this phase, they begin to decode short texts and correctly interpret the literal information in visual texts with teacher scaffolding.</td><td>Learners at the beginning of this phase understand that print transmits messages and ideas, and those from a similar alphabetic background will attempt to decode simple English words, using first language strategies to decode the sound–symbol relationship. In this phase, they will need intensive scaffolding to read and comprehend the main ideas, and limited specific information in short, simple, factual or fictional texts that do not rely on significant cultural knowledge.</td></tr>
</table>

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CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant Standard Australian English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students: • show interest in gaining and sharing meaning from print and pictures, and can differentiate between their first language print and English print • may show comprehension of texts through the construction of diagrams or images • understand the purpose of text and books, from experiences with reading in their first language • need explicit teaching on how to interpret images that are culturally specific or unfamiliar • are unfamiliar with English print features, including directionality (eg from left to right and top to bottom) if it differs from their first language script • initially are unfamiliar with how the sounds of English map onto English letters (graphemes), but their first language experience may scaffold this learning	Students: • show interest in gaining and sharing meaning from print and pictures • may show comprehension of texts through the construction of diagrams or images • can differentiate between first language print and English print • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print • need scaffolding to interpret images that are culturally specific or unfamiliar to them • recognise the difference between letters, numerals and illustrations • are learning the basic features of English print, including left-to-right directionality, spaces between words and return sweep	Students: • comprehend and respond to short, simple texts in English, relating home culture, knowledge and experience to this information • may show comprehension of texts through the construction of diagrams or images • can engage with visual images and interpret these at a literal and superficial inferential level, provided that these are not too reliant on cultural content • understand the purpose of diagrams, graphs or diagrams in text • may need explicit teaching to learn to decode English print, especially if the print of their first language is significantly different • can use text form knowledge to identify familiar text types

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant Standard Australian English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• recognise the difference between letters, numerals and illustrations • recognise their own name in writing and begin to develop a small bank of common sight words, including environmental print.	• are beginning to understand some sound–symbol relationships of English • read along with the teacher (or slightly behind), using the teacher's intonation and phrasing, and use memory and picture cues to reread familiar texts such as rhymes and repetitive texts • recognise their own name in writing • begin to develop a small bank of common sight words.	• actively use graphics and computer icons to help negotiate a text.

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Beginning English: Limited Literacy Background

<table>
<tr><th colspan="2">CHARACTERISTICS OF THIS LEARNER GROUP
Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.</th><th>AGE-RELATED CONSIDERATIONS</th></tr>
<tr><td colspan="2">These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.</td><td>While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.</td></tr>
<tr><th>YEARS F – 2</th><th>YEARS 3 – 6</th><th>YEARS 7– 10</th></tr>
<tr><td colspan="3">Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that:
• placement on this continuum should be based on a body of evidence and not just one work sample
• ability in one mode is not an indication of ability across all modes.</td></tr>
<tr><td colspan="3">Reading/viewing
Learners at this phase have had no previous experience of reading print in another language/dialect.</td></tr>
<tr><td>Students:
• may have very limited understanding of how books work, including concepts of print such as left-to-right directionality
• may focus on illustrations to construct meaning from texts
• are beginning to understand the role of print in conveying meaning
• may begin to ‘read’ books by speaking their own stories as they turn pages, using their first language/dialect or</td><td>Students:
• begin to understand the sound–symbol relationship in English and how to sound out short, phonically decodable words
• begin to understand the directionality of English print and trace under words with their finger or a pen to demonstrate this
• begin to understand elements of books – the cover, the title, the pages and the way these are turned
• use their home language to describe a visual image in</td><td>Students:
• begin to understand the sound–symbol relationship of English and how to sound out short, phonically decodable words
• begin to understand the directionality of English print and trace under words with their finger or a pen to demonstrate this
• identify the different elements of books – the cover, the title, the pages and the way these are turned
• make connections between print and visuals using home</td></tr>
</table>

limited English • use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image.	general terms and attempt to infer the general meaning of this image • attempt to follow the gist of a plot in film or television by interpreting the body language and action they see on the screen • may have beginning awareness of information and communication technologies (ICT) and their use in learning in a school.	cultural knowledge • attempt to follow the gist of a plot in film or television by interpreting the body language and action they see on the screen • benefit from having access to simple texts in their home language • may have beginning awareness of ICT and their use in learning in a school • use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image.

Emerging English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		

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YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Learners at the beginning of this phase decode simple texts with familiar vocabulary. In this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language	Learners at the beginning of this phase decode texts with varying success and begin to recognise some common subject-specific words. As they reach the end of this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language.	Learners at the beginning of this phase can interpret simple, culturally accessible texts. In this phase, they begin to read, view and comprehend the purpose, main ideas and most specific information that have been taught in a range of simple texts, including informative texts on familiar topics.
Students: • look through books, focusing on illustrations • differentiate between first language print and English print, and follow print conventions of reading left to right and top to bottom • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print • have a foundational knowledge of predictable English sound–symbol relationships, and some common letter patterns (graphemes) • have a small bank of sight words • demonstrate comprehension of everyday vocabulary, simple grammatical structures using extensive visual scaffolds • benefit greatly from the use of first language with peers, and teachers' assistants. • use word by word reading when decoding.	Students: • attend to texts read aloud, following the print and understanding some of the main ideas • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print • differentiate between first language print and English print, and follow English print conventions of reading left to right and top to bottom • read familiar print around the classroom such as posters and signs, and accurately read back their own writing • interpret texts at a literal level • have a foundational knowledge of predictable English sound–symbol relationships and some common letter patterns (graphemes) • can differentiate between informative and imaginative texts • read short texts with predictable structures and everyday language, and reread more complex, well-known texts using appropriate pauses and intonation • benefit greatly from the use of first language with peers and teachers' assistants • use graphophonic knowledge to attempt pronouncing new words	Students: • are beginning to draw inferences and to distinguish opinion from fact • begin to develop understanding beyond the literal level of text, using context clues to make meaning • may be able to comprehend subject-specific words more easily than common words (eg plant, work, feed, which have a range of meanings depending on the context) • use their understanding of basic text organisation to extend their comprehension • begin to combine strategies such as rereading and reading on to facilitate decoding • bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print, and benefit greatly from the use of first language with peers and teachers' assistants.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
	• choose books to look at and read, decoding the print by using the illustrations to assist meaning.	

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Developing English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.
These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase read simple texts independently and begin to understand the gist of most class texts independently. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum, although they will rely largely on illustrations to construct meaning.	Learners at the beginning of this phase understand the purpose of most texts and are beginning to understand the gist of most class texts independently. In this phase, they independently read and understand a range of more complex and lengthy texts with predictable structures and familiar vocabulary, but they continue to rely on illustrations to construct meaning.	Learners at the beginning of this phase understand the main ideas of familiar classroom texts. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum.
Students: • begin to understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts such as maps and tables are read in specific ways • continue to use first language culture and experiences,	Students: • understand and enjoy texts read aloud, identifying characters and retelling sequences of events • identify the main idea in a paragraph or text, find specific information and make some inferences based on their prior knowledge	Students: • may still be experiencing difficulty discriminating literal meaning from implied meaning, subtle references, innuendo and sociocultural references • use appropriate intonation when reading statements, questions and dialogue

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages • use appropriate intonation when reading statements, questions and dialogue • use their growing oral language and grammatical knowledge to read at the phrasal level, putting collocating words together as they read (eg once upon a time), and following simple cohesive devices in texts (eg later, next, in the end) • comprehend mostly at the literal level and rely on teacher input to grasp inferential meanings • can read common irregular words such as which and who, and can recognise and read more complex, but still common, letter patterns (eg -igh). When instructed, they can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) • use a range of strategies for working out words and their meanings and to self-correct, including their developing knowledge of everyday and specialist vocabulary, and their knowledge of sentence structure and sound–letter relationships • use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task and reading on.	• continue to use first language, culture and experiences, when given the opportunity, to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages • identify some unfamiliar cultural references • use a range of strategies for working out words and their meanings, including their developing knowledge of everyday and specialist vocabulary and their knowledge of sentence structure and sound–letter relationships • use appropriate intonation when reading statements, questions and dialogue • can read many irregular words and can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) • use their growing oral language to extend their reading and understand how to use morphemes to identify word meaning (eg big in bigger and biggest) • use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task, skimming, scanning and reading on.	• can transfer information from a text to another format (eg diagram, graph) • can read many irregular words, and can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) • use graphophonic, syntactic and semantic cues to work out the meanings of unfamiliar words • follow meaning across sentences and paragraphs by tracking basic cohesive and reference items • make predictions about the likely content of texts based on their understanding of the different purposes and structures of text types • use a growing range of strategies to extend their reading such as adjusting their reading rate according to the task, skimming, scanning and reading on • continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages.

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Consolidating English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase show some understanding beyond the literal level of main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum. They will rely largely on illustrations to construct meaning. In this phase, they independently decode texts and are able to summarise and paraphrase key ideas.	Learners at the beginning of this phase are beginning to apply learned reading strategies and their knowledge of English to make some sense of unfamiliar text. In this phase, they independently read and understand a range of familiar and unfamiliar imaginative, informative and electronic media texts, and use key organisational and language features to interpret these texts.	Learners at the beginning of this phase understand literal and inferential information in most classroom texts. In this phase, they independently read and respond to a wide range of authentic, accessible texts from across the curriculum and from a range of media, as well as showing the ability to apply information gleaned to new situations.
Students: • understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts are read in specific ways • read and view texts for social and academic purposes • comprehend at the literal level and may still rely on teacher input to grasp inferential meanings	Students: • read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as life cycles and flow charts) • participate in class and group discussions to interpret texts, giving their own opinion and comparing it with those of others	Students: • still need scaffolding in making inferences from texts that rely on long immersion in the culture • reflect on the purposes of different types of texts and read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as reports, life cycles and flow charts)

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• read some complex sentences containing some unknown words • use appropriate word stress and intonation when reading • request the help of a teacher to clarify instructions or confirm the meaning of unfamiliar words.	• identify the purpose and intended audience of texts • identify main ideas and specific information in texts, and demonstrate understanding of the storyline when retelling, paraphrasing and answering questions • find specific information or detail from informative texts to answer 'how' or 'why' questions, and draw conclusions and make decisions based on information gained from different sources • continue to use first language, culture and experiences, when given the opportunity, in order to	• understand a wide range of general vocabulary, phrasal verbs and nominalisations • take notes 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 • 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 • choose and integrate effective reading strategies to extend their understanding • continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages.

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Writing

Beginning English: Some Print Literacy in First Language

<table>
<tr><th colspan="2">CHARACTERISTICS OF THIS LEARNER GROUP
Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.</th><th>AGE-RELATED CONSIDERATIONS</th></tr>
<tr><td colspan="2">These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.</td><td>While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.</td></tr>
<tr><th>YEARS F – 2</th><th>YEARS 3 – 6</th><th>YEARS 7 – 10</th></tr>
<tr><td colspan="3">Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that:
• placement on this continuum should be based on a body of evidence and not just one work sample
• ability in one mode is not an indication of ability across all modes.</td></tr>
<tr><td>Learners at the beginning of this phase are new to written English, although they may have some experience in another language. In this phase, they begin to copy writing from the school environment and use beginning knowledge of English sounds and symbols to write and understand the concept of a word, and that speech can be written down, read and reread.</td><td>Learners at the beginning of this phase are new to written English, although they have some experience with writing in another language. In this phase, they begin to communicate simply in writing using a small range of familiar words.</td><td>Learners at the beginning of this phase begin to copy English words that they encounter in the classroom, but do so with limited understanding of what these represent. In this phase, they attempt to write for a range of basic classroom and personal purposes in short phrases, with limited grammatical accuracy and vocabulary.</td></tr>
<tr><td>Students:
• have inconsistent letter formation as they learn English letters, particularly if these are different from their first language
• have some concepts of print and will understand that print conveys meaning through their experiences with</td><td>Students:
• may communicate ideas through drawings, symbols and early writing attempts, and produce and copy symbols, letters, words, labels, lists and sentences
• draw pictures in a sequence to tell or retell simple stories or a sequence of actions</td><td>Students:
• may communicate ideas through drawings, symbols and early writing attempts, and produce and copy symbols, letters, words, labels, lists and sentences
• sequence simple sentences (eg My name is …, I come from …, I live in …)</td></tr>
</table>

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
print in their first language • initially may not use left-to-right directionality of English print if it differs from their first language • begin to demonstrate awareness that certain letters in English represent certain sounds, with a growing understanding of sound–letter relationships. Some sounds in English are likely to be new sounds for these learners, and this is an added consideration when teaching sound–letter relationships • communicate their meanings through drawings, symbols and teacher-scribed writing, and begin to copy writing from their classroom environment (eg other children's name tags).	• show awareness that speech can be written down and know the difference between writing and drawing • begin to demonstrate awareness that certain letters in English represent certain sounds, with a growing understanding of sound–letter relationships, and identify some letters in words, including those in their own name • may use inconsistent letter formation and may mix upper- and lower-case letters in writing • learn to use the basic concepts of print in English, including left-to-right directionality, spaces between words and return sweep • make use of classroom models to reproduce letters, words and short sentences • contribute ideas, words or sentences to class or group shared texts, or dictate sentences about a drawing or experience for others to scribe.	• work with literal language, drawing vocabulary from concrete classroom experiences show evidence of direct translation from first language in sentence structure • copy writing from the board • use letter formation and punctuation that show influence of first language • vocabulary is limited to that learnt in class • rework drafts in response to teacher suggestions and use basic word processing features to write and present texts • use bilingual clarification from a variety of sources.

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Beginning English: Limited Literacy Background

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.	AGE-RELATED CONSIDERATIONS
These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.	While many of these characteristics are applicable to all students beginning to learn English, older students will have more life experiences as well as more developed cognitive abilities and will understand print in their first language. They draw upon their first language literacy knowledge as they learn English.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Writing Learners at this phase have had no previous experience of writing print in another language/dialect.		
Students: • may have very limited concepts of print and are beginning to understand that print is used to convey meaning • will need instruction for where to start writing on the page and which direction to follow • may form letters as images rather than symbols • may have had very little experience with pencil and paper, and may use unconventional pencil grip • may communicate ideas through drawings and early writing behaviours where they 'roleplay' writing.	Students: • are beginning to understand the directionality of English print • begin to differentiate between numbers and letters • represent letters as images rather than as symbols, and so letters may be poorly or inconsistently formed • need to be taught how to use ICT independently • may have little or no experience with pencil and paper, and may have difficulty with pencil grip • may have difficulty setting out writing clearly and organising work in their exercise books	Students: • represent letters as images rather than as symbols, and so letters may be poorly and inconsistently formed • may have little or no experience with pencil and paper, and may have difficulty with pencil grip • are beginning to learn how to use ICT independently • may have difficulty keeping their written work organised • begin to understand the concept of simple punctuation, differentiate between this and letters, and attempt to use this when copying written text • begin to differentiate between numbers and letters.

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
	• begin to recognise simple punctuation, differentiate between this and letters, and attempt to use this when copying written text.	

Emerging English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase independently write simple sentences using repetitive structure, familiar words and phrases from their oral language, or through following highly structured examples. In this phase, they write basic classroom text types when provided with models, using an emerging knowledge of English sentence structure and demonstrating an emerging understanding of the difference between spoken English and written English.	Learners at the beginning of this phase understand some basic purposes for writing, initiate writing for their own purposes and communicate their ideas and experience simply through writing, drawing or copying. In this phase, they experiment with common classroom text types with varying grammatical accuracy. First language influence is still evident in text organisation and language features.	Learners at the beginning of this phase produce basic classroom and social texts following highly structured examples. In this phase, they begin to write for a range of everyday classroom and personal purposes using a bilingual dictionary, bilingual teachers' assistants or bilingual teachers for support. Their first language influence is evident in the way they organise texts.
Students: • collaboratively construct a limited range of very brief visual and written texts about familiar things using	Students: • write simple sequenced texts (with explicit instruction) about topics of personal interest and for a number of	Students: • may copy whole chunks of language from a text rather than taking notes and rewriting in their own words

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YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
predictable structures • produce independent writing using simple repetitive sentences with familiar words and phrases from their spoken language • construct images or writing that fulfils different purposes closely linked to concrete experiences (eg descriptions or recounts with explicit instruction) • understand simple environmental print around the classroom and school • are aware of English print direction, spacing conventions, letter formation and sizing • use sentence structures that indicate their developing English syntax (eg Saturday stay home) • increasingly use standard English letter patterns, although there may be evidence of writing from the first language • use basic punctuation (eg full stops, question marks, capital letters) • use a limited range of cohesive devices such as a pronoun reference (eg he, she, it) and subject–verb agreement, although not always accurately • use common, everyday vocabulary and some isolated examples of concrete technical vocabulary used in the classroom • when encouraged, will use their first language and previous learning experiences productively to scaffold their writing efforts (eg write in the first language, ask for translations from first language to English from other first language speakers, record new English vocabulary using phonetic spelling from first language, or use a combination of first language and English).	school purposes, including recounting an event, writing a simple description or a set of instructions • engage in joint shared writing, both as observers and participants, offering some ideas and options • follow text models for text structure and some language patterns (eg a long time ago …) • tend to use speech-like sentence structures based on simple repetitive patterns (eg I play …, I go to lunch …, I go home …), and may use drawings and diagrams to scaffold their communication • use mainly familiar vocabulary, including articles (a, the), a narrow range of prepositions (on, in), common conjunctions (and) and a narrow range of adverbs (very) • use grammatical features that are variable and can include run-on sentences, varying levels of subject–verb agreement, tense consistency and phrases of time and place • increasingly use standard English spelling patterns and demonstrate knowledge of some sound–letter relationships and common sight words • use basic punctuation to separate ideas (eg full stops, question marks, capital letters) • continue to use formulaic expressions when writing.	• attempt to reproduce basic repertoire of text types (eg an email) • text may exhibit knowledge of common cultural references • formulaic expressions may be used to structure text • are able to use topic sentences and stay on topic • experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary • show some awareness of the difference between informal and academic language, and experience difficulty in the accurate reproduction of most academic language • use basic punctuation accurately (eg capital letters, full stops and question marks); first language influence is still evident in punctuation • construct paragraphs that may be underdeveloped and show a lack of whole-text consistency • spelling may be inconsistent but when read phonetically does not impede comprehension • edit their text with the teacher.

Developing English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes.		
Learners at the beginning of this phase write for a range of classroom purposes with varying grammatical accuracy, although they still exhibit first language influence. In this phase, they begin to produce a range of text types from across the curriculum, showing an awareness of coherence, purpose and audience.	Learners at the beginning of this phase reproduce basic models of most classroom text types, but not at the expected levels of the achievement standards. In this phase, they can write a variety of texts in different curriculum areas with some accuracy in text features, organisation and cohesion, provided that this has been adequately modelled by the teacher.	Learners at the beginning of this phase write independently for a range of classroom purposes with varying grammatical accuracy. They still exhibit first language influence in text and language structure. In this phase, they begin to produce a range of text types from across the curriculum, showing coherence and an awareness of purpose and audience.
Students: • use familiar language and repeated structures to generate writing (eg On the weekend I …) • write short, simple texts that communicate their ideas for an increasing variety of purposes, beginning to use features of written rather than spoken English • continue to use their first language and previous learning experiences as they develop an understanding	Students: • plan and write conventional texts, including informative texts and imaginative texts, sequencing information for specific types of texts, such as information reports • present information appropriately (eg diagram, graph) • show understanding of the structure and function of paragraphs, including topic sentences • use a number of common conjunctions and relative	Students: • may produce writing that does not reflect their potential because preparatory reading has taken most of the time and limited the available time for drafting and editing • create a range of types of texts, using growing knowledge of text structure • continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication

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YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
of the differences in text types and linguistic features between first language and English to construct texts • spell with greater accuracy common words learned in the classroom and spell other words based on their own pronunciation (eg facary for factory), phonetic interpretations based on first language (eg oba dere for over there) • separate ideas when writing by using full stops, experimenting with commas and attempt paragraphing • use simple sentence structures and make some attempts at compound and complex sentences, although there are still syntactical errors in their writing • move from words to phrases, using a small range of phrases expressing the circumstances of an event (eg 'Stir the water slowly' or In the afternoons, we play soccer) and some expanded noun groups (eg one kind of spider that I know) • use an expanding range of vocabulary in writing, although it is still reflective of their spoken vocabulary • may use first language to plan writing or draw on words from first language when an English equivalent is not known • edit writing with growing support to enhance fluency, accuracy and readability • participate in shared writing activities as well as writing independently.	pronouns to combine simple sentences into compound and complex sentences • use pronoun reference with noun/pronoun agreement (eg Mary … she … her) • use appropriate time sequencing (eg first, next, finally) • use subject–verb agreement with some accuracy • use present and past tense verbs, although they may overgeneralise past tense endings (eg drinked, buyed) • use an expanding vocabulary, including subject-specific vocabulary, and select suitable words to enhance descriptions (eg huge instead of big) • edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms • continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English in order to construct texts • participate in shared writing, brainstorming and conferencing as pre- and post-writing activities • engage in planning and writing, accessing vocabulary and spelling knowledge to edit their own work.	• use cohesive devices to link both within and across paragraphs • use pronoun reference with noun/pronoun agreement (eg Mary … she … her) • use appropriate time sequencing (eg first, next, finally) • use appropriate abbreviations in notes • begin to apply referencing conventions appropriately • independently edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms • continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts.

Consolidating English

CHARACTERISTICS OF THIS LEARNER GROUP Each phase describes a period of significant English language learning development. There will be differences between a student at the beginning of the phase and a student at the end of the phase.		
These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.		
YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Student progress can be monitored during the school year using the EAL/D learning progression. It is important to note that: • placement on this continuum should be based on a body of evidence and not just one work sample • ability in one mode is not an indication of ability across all modes		
Learners at the beginning of this phase begin to produce a range of text types from across the curriculum, showing an awareness of coherence, purpose and audience. In this phase, they begin to independently produce a range of English texts relevant to Early Childhood years, using age-appropriate punctuation, spelling and grammar.	Learners at the beginning of this phase can produce a range of types of texts for different purposes on a range of topics, demonstrating knowledge of the topic and control of text structures and key grammatical features. In this phase, they begin to approximate the writing of native speakers, although grammatical inconsistencies and influence of first language are still evident in their writing.	Learners at the beginning of this phase create a wide range of text types used across the curriculum with limited support, showing variation in their writing according to context, audience and purpose. In this phase, they require less support and broaden their ability to produce less familiar text forms in subject-specific areas, provided that these are adequately modelled.
Students: • write independently at an age-appropriate level in a range of contexts across the curriculum • write recounts using a sequence of events that is expected for English (eg linear text organisation, introduction and series of events in chronological order) • may still use cultural references that they are unable to explain explicitly • can identify most spelling errors of common words when proofreading	Students: • use text models to assist with text structure and sources to provide essential content information • plan their writing with particular audiences in mind • use some formulaic expressions (eg I will now discuss …) and employ structural features such as headings and subheadings • are beginning to use phrases of time at the beginning of sentences to foreground particular elements of the text (eg At the beginning of the year …), and use the passive	Students: • plan their writing with particular audiences in mind • write clear, well-structured texts • use expressions, collocation and colloquialisms, although writing may still not always reflect a native speaker-like knowledge of commonly accepted and expected ways of expression in the academic register • demonstrate consistent control over a range of text types and their commonly used grammatical features • incorporate direct and indirect speech, abbreviations,

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YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• use simple punctuation with accuracy • use increasingly varied vocabulary, including adjectives to refine meaning (eg red car, racing car) • have control over compound sentences • can use alternative vocabulary to explain meaning in English if the desired word is unknown • continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts.	voice as part of science reporting (eg The leaf was put in the sun … rather than We put the leaf in the sun ...) • demonstrate control over grammatical features such as tenses, different types of verbs, phrases of time and place, compound and complex sentences, and pronoun reference • 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 (eg abdomen, stomach, belly) • employ a range of modal elements and a small range of evaluative vocabulary in evaluative texts, and are becoming aware of the cultural sensitivities associated with certain words (eg a fat man) • edit for accuracy of content, text structure, spelling and grammatical correctness.	symbols and graphic devices for effect • experiment with sophisticated language features such as simile and metaphor • 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 (eg abdomen, stomach, belly) • effectively employ cohesive devices between sentences and paragraphs to create clarity and fluency • reference sources correctly • review and edit their work independently