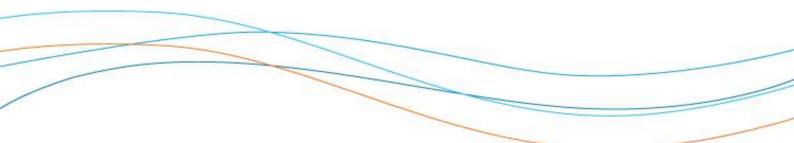# acara
AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

English as an Additional Language or Dialect Teacher Resource

Overview and EAL/D Learning Progression

August 2012

www.acara.edu.au

Contents

Contents

Version History

Date	Comment
August 2011	*English as an Additional Language Teacher Resource* published comprising an overview of EAL/D learning, an EAL/D learning progression, advice for teachers of EAL/D students, a glossary, references and acknowledgments
September 2011	Revisions to contents page, minor editorial changes to learning progression and glossary, and inclusion of additional references
August 2012	*English as an Additional Language Teacher Resource* re-published and re-named as *English as an Additional Language Teacher Resource Overview and EAL/D Learning Progression Foundation to Year 10* Additional components of the *English as an Additional Language Teacher Resource* published including: - *Annotated Content Descriptions English Foundation to Year 10* - *Annotated Content Descriptions Mathematics Foundation to Year 10* - *Annotated Content Descriptions Science Foundation to Year 10* - *Annotated Content Descriptions History Foundation to Year 10* - *EAL/D Student Work Learning Progression Foundation to Year 10*

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:

- *Overview and 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

- *EAL/D Student Work Learning Progression Foundation to Year 10.*

Additional components of the resource will be published as the Australian Curriculum is developed. All publications are available at www.acara.edu.au.

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.

Overview and EAL/D Learning Progression

This publication comprises:

- an overview of the characteristics of students learning EAL/D and their particular needs
- 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 to address their specific learning requirements. It is available in two views — by stage of schooling and by language mode
- advice for teachers regarding linguistic and cultural considerations and teaching strategies
- a glossary of terms used in the resource
- references.

Introduction

In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. All teachers are responsible for teaching the language and literacy demands of their learning areas.

EAL/D students require specific support to build the English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary. This resource assists teachers to meet those particular learner needs.

It draws on but does not take the place of existing state and territory resources which remain important references for more detailed information. It provides an overview for teachers who may not have specialist training in the area of EAL/D or access to specialist EAL/D teachers. Where available, teachers should also use the expertise of specialist EAL/D teachers who can draw on their own resources in collaborative planning. It identifies some of the linguistic and cultural demands in the Australian Curriculum so that teachers will be able to identify likely areas where EAL/D students may need additional support that will improve their understanding and participation in the curriculum. The resource also provides guidance for teachers who are teaching EAL/D students who no longer receive specialist EAL/D teaching support but still need assistance to access the Australian Curriculum.

Overview
EAL/D students and their learning needs

This overview provides teachers of students for whom English is an additional language or dialect (EAL/D) with general information about EAL/D students and their language learning needs. It addresses:

- Who are EAL/D students?
- Considerations for students with limited schooling
- English in Australia
- Characteristics of EAL/D learning
- Assessment and the EAL/D student.

Who are EAL/D students?

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

EAL/D students come from diverse, multilingual backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D students:

- have diverse educational backgrounds. They may have:
  - schooling equivalent to their age peers in Australia
  - limited or no previous education
  - little or no literacy experience in their first language (or in any language)
  - excellent literacy skills in their first language (or another language)
  - learned English as a foreign language and have some exposure to written English, but need to develop oral English.
- already speak one or more languages or dialects other than English. This language knowledge is an advantage when learning an additional language and, along with their life experiences and diverse cultural knowledge, provides learners with resources upon which to build their English language, literacy and educational development
- may have good academic language skills, but struggle with the social registers of English.
- are generally placed in Australian schools at the year level appropriate for their age. Their cognitive development and life experiences may not correlate with their English language proficiency. For example, a student entering Year 8 at an early phase of English language development may already have covered the learning area content for this year level in Mathematics in previous schooling but may not have sufficient

English proficiency to understand the teacher's explanation of it or to demonstrate this previously acquired knowledge.

EAL/D students:

- may live in remote, rural or metropolitan Australia
- may live in advantaged or disadvantaged socioeconomic situations
- may have experienced severe emotional or physical trauma that will affect their learning.

Considerations for EAL/D students with limited schooling

Students with limited schooling are those students who, for a variety of reasons, have been unable to access ongoing and continuous schooling. There is a wide range of proficiency within this group of EAL/D students. They may:

- require high levels of support socially, emotionally and culturally as their social and cultural expectations may vary greatly, for example. accepted interaction between teachers and students, or they may have experienced situations of torture and or trauma
- be unfamiliar with accepted classroom routines and the organisational aspects of learning, such as deadlines, dates and divisions of time
- benefit greatly from bilingual support where available
- take more time than other EAL/D students to understand the concepts and language required in the classroom and to complete classroom tasks
- be unfamiliar with the purposes for reading and writing, and rely heavily on visual cues
- be unfamiliar with some digital technologies or subject-specific equipment commonly used in Australian classrooms.

English in Australia

Many languages are spoken in homes and communities around Australia. These include the many Aboriginal and Torres Strait Islander languages and dialects that are spoken in Australia, including Aboriginal Englishes, pidgins and creoles. Aboriginal Englishes are lexically and grammatically different from the 'Standard Australian English taught in schools. Australian pidgins and creoles are 'contact languages' that developed from interactions between speakers of Aboriginal and Torres Strait Islander languages and speakers from other language traditions, particularly English.

Standard Australian English is the variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

In Standard Australian English we can identify different registers — that is, different ways of using English according to audience and purpose. These registers include the social language of the playground and informal classroom interactions, and the academic language required for discipline-specific language tasks such as essays, reports and formal oral presentations.

Some EAL/D students will appear to have good interpersonal communication skills; however, as academic language demands increase in the curriculum, gaps in their English language skills will appear.

Conversely, a number of EAL/D students, particularly those who come to Australia with many years of English as a foreign language instruction in another country, may have good academic language skills but struggle with the social registers of English.

Intercultural understanding

EAL/D students bring with them their own cultural knowledge and experiences, and therefore it cannot be assumed that they will have the cultural knowledge and perspectives required for success in schooling through the Australian Curriculum. As well as providing guidance on how to promote English language development, this EAL/D resource provides advice to teachers on how to value and incorporate the cultural knowledge and perspectives of their students. The advice will assist teachers to:

- provide learning experiences that reflect the identities and experiences of all students in the classroom
- provide an inclusive and nurturing environment for EAL/D students
- broaden the intercultural understandings of all students in the classroom
- identify the assumed knowledge implicit in the Australian Curriculum and take steps to make this knowledge explicit to their EAL/D students.

Characteristics of EAL/D learning

Effective teaching of EAL/D students is informed by an understanding of the characteristics of EAL/D learning, including students' learning needs and typical pathways of development. The particular challenge for EAL/D students is that they need to concurrently *learn* English, learn through (or in) *English* and *learn about English.*

As EAL/D students in Australian schools learn English they:

- must learn how to use English to communicate successfully and interact formally and informally.
- require considerable exposure to English in order to acquire conversational fluency. It will take many years before these students reach the levels of academic language proficiency required by the Australian Curriculum. There is considerable research on the length of time it takes to become proficient additional language users. See references and state and territory EAL/D documents for additional information.

- may take significantly more time to achieve standards of conversational fluency and academic language proficiency in English, especially if they have had disrupted schooling or limited literacy backgrounds in their first language.

As EAL/D students in Australian schools *learn through (or in)* English they:

- must learn curriculum content including new concepts and skills through the medium of their new language or dialect — English
- may have already developed relevant concepts and skills in their first language or dialect. The focus of their learning is in transferring these understandings into English
- may be learning concepts and skills for the first time through the medium of English. So, many EAL/D students have to acquire curriculum knowledge and English language proficiency simultaneously in order to achieve curriculum outcomes. Those who are beginning English learners in the later stages of schooling will require considerable support to access the curriculum due to the language demands of the curriculum at this stage.

As EAL/D students in Australian schools *learn about English* they:

- must learn how to construct and respond to the different registers of school in order to ensure their academic success as well as successful socialisation to the Australian school environment
- must also learn about the impact of culture on language — for example, through humour, idiom and politeness.

Learning a new language

Language learning is developmental and happens over time in stages. It involves the acquisition of a complex communication system, composed of the interrelating linguistic elements of communicating, social usage, meanings, structures, vocabulary, word formation and sounds (see 'linguistic elements' in glossary)..

Fluent speakers of a language use the entire set of all such linguistic elements almost automatically. To determine an appropriate starting point, teachers can first identify and build on students' English language proficiency levels using the EAL/D learning progression.

In summary, teachers should recognise that EAL/D students:

- may begin their learning in Australian schools with little or no comprehension of spoken English and that they may not be able to speak English
- may not have had cumulative exposure to the Australian Curriculum
- may have curriculum content skills and knowledge gained in their mother tongue, and that demonstrating these is an important part of their learning
- will need to be taught new sounds and language features specific to English. What seems to be 'everyday' knowledge is actually part of cultural practice, for example, these students will need to be taught the intonation, grammatical structures and expressions specific to the English language.

Assessment and the EAL/D student

When working with EAL/D students, teachers need to understand where students are located on a typical English language learning progression and identify where explicit teaching is required, as well as the level of support needed to help them access the curriculum in the learning area. A range of student assessment data should inform teachers' judgments about EAL/D students' language learning progression. Other assessments using strategies appropriate to EAL/D students' phase of language learning will identify their current knowledge of curriculum content.

Diagnostic assessment is a crucial starting point for the effective teaching of EAL/D students. It provides information about where they are in terms of their general English language learning, their mastery of the academic language demands of each learning area and their knowledge of curriculum content.

Formative and summative assessment should focus on students' skills and understandings in each of the language modes – listening, speaking, reading/viewing and writing as well as their performance in relation to learning area achievement standards. An EAL/D learning progression is provided to support this assessment. Identifying where the learner is on the EAL/D learning progression is a crucial part of teachers' work with EAL/D students. Teachers will assist students' learning by both delivering the content of the Australian Curriculum and providing instruction that explicitly develops the English language skills of EAL/D students.

EAL/D students who do not meet age-related benchmarks when assessed against learning area achievement standards are not necessarily 'underperforming', but rather they are achieving at levels commensurate with their phase of English language learning. Assessment strategies that rely less on language and more on content knowledge can be used to assess EAL/D students against the achievement standards in each learning area. To enable students to demonstrate their understanding of learning area content, assessment tasks may need to be adapted to cater for their level of English proficiency. For example, allowing a Beginning EAL/D student to demonstrate understanding of a scientific concept through a diagram, or comprehension of a narrative in English through illustrations.

Comprehensive assessment data can be gathered through a variety of assessment strategies including:

- analysis of student writing
- observations of oral interactions and/or interviews with students
- reading logs
- students' self-assessments
- classroom learning activities such as cloze exercises
- more formalised and rehearsed oral activities, including participation in panel discussions or describing an item related to curriculum content.

This EAL/D resource is designed to inform teachers' practice and delivery of the content of the Australian Curriculum F-10 to EAL/D students, and to provide advice and support

materials to assist teachers to address the English language learning needs of these students. It will also assist teachers to identify and track where their EAL/D students are positioned on a progression of English language learning. However, it is not intended to provide an assessment or reporting tool or to replace existing specialist state and territory resources that teachers currently use to assess and report on EAL/D students' progress and to ensure that EAL/D students receive instruction targeted at their specific needs.

EAL/D Learning Progression

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 at www,acara.edu.au 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

- o **Developing English** — students who are further developing their knowledge of print literacy and oral language competency with English
  - o **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:

  - o three stages of schooling (Foundation to Year 2, Years 3 to 6, Years 7 to 10)
  - o the four phases of language proficiency in each stage of schooling
  - o 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 at www.acara,edu.au
- the examples of student work published in the *EAL/D Student Work Learning Progression Foundation to Year 10* — available at www.acara.edu.au
- additional EAL/D resources in the states and territories
- the advice and support of specialist EAL/D teachers.

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.

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.

Foundation to Year 2

BEGINNING ENGLISH: SOME PRINT LITERACY IN FIRST LANGUAGE (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 • throughout this resource, English refers to Standard Australian English.			
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 communicate for the most part nonverbally in familiar social and classroom situations. In this phase, they begin to use isolated words and well-known formulaic expressions.	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.	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.
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: • use gesture to communicate, or body language such as 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-	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	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 print in their first language • initially may not use left-to-right directionality of English print if it differs from their first language

BEGINNING ENGLISH: SOME PRINT LITERACY IN FIRST LANGUAGE (Years F – 2)

Listening	Speaking	Reading/viewing	Writing
students that it is lunchtime) • find some English sounds unfamiliar and difficult to distinguish from each other.	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.	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 • 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.	• 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).

Years 3 to 6

BEGINNING ENGLISH: SOME PRINT LITERACY IN FIRST LANGUAGE (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 • throughout this resource, English refers to Standard Australian English..			
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 communicate using gesture, isolated words and well-known, formulaic expressions. In this phase, they begin to communicate verbally and nonverbally in familiar social and classroom situations.	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.	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.
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	Students: • sometimes join in oral activities involving songs and 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	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	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 • 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

BEGINNING ENGLISH: SOME PRINT LITERACY IN FIRST LANGUAGE (Years 3 – 6)

Listening	Speaking	Reading/viewing	Writing
• 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.	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.	• 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 • 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.	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.

Years 7 to 10

BEGINNING ENGLISH: SOME PRINT LITERACY IN FIRST LANGUAGE (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 • throughout this resource, English refers to Standard Australian English..			
Learners at the beginning of this phase are tuning in to the sounds of English. They attempt to listen to 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.	Learners at the beginning of this phase attempt to communicate using a mixture of nonverbal and first language utterances, and some common isolated words and formulaic expressions. Towards the end of this phase, they begin to communicate simply in basic learnt English expressions in a limited range of familiar social and classroom contexts.	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.	Learners at the beginning of this phase begin to copy English words 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.
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	Students: • initiate and respond to simple statements in familiar 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	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	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 …,

BEGINNING ENGLISH: SOME PRINT LITERACY IN FIRST LANGUAGE (Years 7 – 10)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
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.	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.	• 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 • actively use graphics and computer icons to help negotiate a text.	I live in …) • 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.

BEGINNING ENGLISH: LIMITED LITERACY BACKGROUND	AGE-RELATED CONSIDERATIONS
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 are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will begin to engage with simple curriculum demands, particularly with support from a speaker of their first language, and targeted contextual scaffolds (eg visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a high level of frustration. High levels of explicit teaching are required throughout the day both from the specialist teacher and the classroom teacher. These students may be capable of understanding the content 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. They draw upon their first language knowledge as they learn English.

Foundation to Year 2

BEGINNING ENGLISH: LIMITED LITERACY BACKGROUND (Years F – 2)	
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 • throughout this resource, English refers to Standard Australian English..	
Reading/viewing Learners at this phase have had no previous experience of reading print in another language/dialect.	**Writing** Learners at this phase have had no previous experience of writing print in another language/dialect.
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 limited English • use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image.	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.

Years 3 to 6

BEGINNING ENGLISH: LIMITED LITERACY BACKGROUND (Years 3 – 6)	
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 • throughout this resource, English refers to Standard Australian English..	
Reading/viewing Learners at this phase are beginning to understand that print and images transmit and record ideas and events. They have had little or no previous experience with print texts.	**Writing** Learners at this phase are new to writing, although they understand that print conveys messages.
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 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.	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 • begin to recognise simple punctuation, differentiate between this and letters, and attempt to use this when copying written text.

Years 7 to 10

BEGINNING ENGLISH: LIMITED LITERACY BACKGROUND (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 • throughout this resource, English refers to Standard Australian English..	
Reading/viewing Learners at this phase are new to reading but are beginning to appreciate the purpose of print texts and the need to read.	**Writing** Learners at this phase are new to writing but understand the importance of learning to write.
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 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.	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.

Emerging English

<table>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

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 • throughout this resource, English refers to Standard Australian English..			
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	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	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	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

EMERGING ENGLISH (Years F – 2)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
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.	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).	• 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.	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

EMERGING ENGLISH (Years F – 2)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
			other first language speakers, record new English vocabulary using phonetic spelling from first language, or use a combination of first language and English).

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 • throughout this resource, English refers to Standard Australian English..			
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	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	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	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

EMERGING ENGLISH (Years 3 – 6)

Listening	Speaking	Reading/viewing	Writing
• 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.	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.	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 • choose books to look at and read, decoding the print by using the illustrations to assist meaning.	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.

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 • throughout this resource, English refers to Standard Australian English..			
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	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	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	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

EMERGING ENGLISH (Years 7 – 10)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
• 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.	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.	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.	• 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.

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 • throughout this resource, English refers to Standard Australian English..			
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	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	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

DEVELOPING ENGLISH (Years F – 2)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
	conversations and, with support, can achieve in most oral activities required by the teacher.	a range of accessible, authentic visual, written and electronic texts from across the curriculum, although they will rely largely on illustrations to construct meaning.	coherence, purpose and audience.
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,	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	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	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

DEVELOPING ENGLISH (Years F – 2)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
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.	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.	• 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.	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.

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 • throughout this resource, English refers to Standard Australian English..			
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)	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,	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	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

DEVELOPING ENGLISH (Years 3 – 6)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
• 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.	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.	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.	and relative 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,

DEVELOPING ENGLISH (Years 3 – 6)			
Listening	Speaking	Reading/viewing	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 • throughout this resource, English refers to Standard Australian English..			
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	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	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	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

DEVELOPING ENGLISH (Years 7 – 10)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
• 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.	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.	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.	• 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.

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 - throughout this resource, English refers to Standard Australian English..			
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	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-

CONSOLIDATING STANDARD AUSTRALIAN ENGLISH (Years F – 2)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
		meaning. In this phase, they independently decode texts and are able to summarise and paraphrase key ideas.	appropriate punctuation, spelling and grammar.
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 • throughout this resource, English refers to Standard Australian English..			
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	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	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: • 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

CONSOLIDATING ENGLISH (Years 3 – 6)			
Listening	**Speaking**	**Reading/viewing**	**Writing**
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.	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.	• 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 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.	• 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 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 • throughout this resource, English refers to Standard Australian English..			
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	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	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	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

CONSOLIDATING ENGLISH (Years 7 – 10)

Listening	Speaking	Reading/viewing	Writing
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.	• 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.	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.	used grammatical features • incorporate direct and indirect speech, abbreviations, 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

LISTENING

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.

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 • throughout this resource, English refers to Standard Australian English..		
Learners at the beginning of this phase are unfamiliar with the sounds of English. In this	Learners at the beginning of this phase are new to the sounds of English. In this phase, they begin to	Learners at the beginning of this phase are tuning in to the sounds of English. They attempt to listen

LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
phase, they begin to take cues from speakers around them and participate in simple classroom routines.	attend to the sounds of English and identify individual words, phrases, tones and inflections.	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.

LISTENING

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 • throughout this resource, English refers to Standard Australian English..		
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.

LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students:	Students:	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 • 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.	• 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 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.	• 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 (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.

LISTENING

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 - throughout this resource, English refers to Standard Australian English..		
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:	Students:	Students:

LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• 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 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	• 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 • 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.	• 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 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.

LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
spoken language, and may ask other first language speakers for meanings of words to check or confirm their own understandings.		

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 • throughout this resource, English refers to Standard Australian English..		
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	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	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

LISTENING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
social and academic oral texts relevant to Early Childhood years.	identify relevant information from subject-specific talk. In this phase, they will still need support in complex or culturally bound texts.	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 • 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: • 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 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.	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 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 • throughout this resource, English refers to Standard Australian English..		
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.

SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students: • use gesture to communicate, or body language such as 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.	Students: • sometimes join in oral activities involving songs and 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.	Students: • initiate and respond to simple statements in familiar 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.

SPEAKING

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 - throughout this resource, English refers to Standard Australian English..		
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	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.

SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
	unclear.	
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.

SPEAKING

Developing English

<table>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3">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.</td></tr>
</table>

<table>
<tr><td>YEARS F – 2</td><td>YEARS 3 – 6</td><td>YEARS 7 – 10</td></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
• throughout this resource, English refers to Standard Australian English..</td></tr>
<tr><td>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.</td><td>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.</td><td>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.</td></tr>
<tr><td>Students:
• speak with greater fluency and fewer hesitations,</td><td>Students:
• initiate and participate in casual exchanges with English-</td><td>Students:
• ask questions and respond successfully in a wide range</td></tr>
</table>

SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
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 • 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.	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 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.	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 • 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.

SPEAKING

Consolidating English

<table>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

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 • throughout this resource, English refers to Standard Australian English..		
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:	Students:	Students:

SPEAKING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• 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.	• 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 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.	• 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 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

CHARACTERISTICS OF THIS LEARNER GROUP	AGE-RELATED CONSIDERATIONS
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 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 - throughout this resource, English refers to Standard Australian English..		
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	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	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

READING/ VIEWING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
teacher support.	texts with teacher scaffolding.	comprehend the main ideas, and limited specific information in short, simple, factual or fictional texts that do not rely on significant cultural knowledge.
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 • 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.	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 • 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.	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 • actively use graphics and computer icons to help negotiate a text.

READING/ VIEWING

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 • throughout this resource, English refers to Standard Australian English..		
Reading/viewing Learners at this phase have had no previous experience of reading print in another language/dialect.		
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	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	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

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 limited English • use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image.	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 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.	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 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

READING/ VIEWING

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 • throughout this resource, English refers to Standard Australian English..		
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	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	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)

READING/ VIEWING

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

READING/ VIEWING

Developing English

<table>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

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 • throughout this resource, English refers to Standard Australian English..		
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.

READING/ VIEWING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students:	Students:	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 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	• 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 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.	• 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 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.

READING/ VIEWING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
relationships • use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task and reading on.		

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 • throughout this resource, English refers to Standard Australian English..		
Learners at the beginning of this phase show some understanding beyond the literal level of main ideas, issues or plot developments in a range	Learners at the beginning of this phase are beginning to apply learned reading strategies and their knowledge of English to make some sense of	Learners at the beginning of this phase understand literal and inferential information in most classroom texts. In this phase, they

READING/ VIEWING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
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.	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.	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 • 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: • 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 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	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 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.

WRITING

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 • throughout this resource, English refers to Standard Australian English..		
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.	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.	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.

WRITING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students:	Students:	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 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).	• 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 • 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.	• 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 …) • 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.

WRITING

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 - throughout this resource, English refers to Standard Australian English..		
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	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,	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

WRITING

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

WRITING

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 • throughout this resource, English refers to Standard Australian English..		
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

WRITING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
Students:	Students:	Students:
• collaboratively construct a limited range of very brief visual and written texts about familiar things using predictable structures	• 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	• may copy whole chunks of language from a text rather than taking notes and rewriting in their own words
• produce independent writing using simple repetitive sentences with familiar words and phrases from their spoken language	• engage in joint shared writing, both as observers and participants, offering some ideas and options	• attempt to reproduce basic repertoire of text types (eg an email)
• construct images or writing that fulfils different purposes closely linked to concrete experiences (eg descriptions or recounts with explicit instruction)	• follow text models for text structure and some language patterns (eg a long time ago …)	• text may exhibit knowledge of common cultural references
• understand simple environmental print around the classroom and school	• 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	• formulaic expressions may be used to structure text
• are aware of English print direction, spacing conventions, letter formation and sizing	• 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)	• are able to use topic sentences and stay on topic
• use sentence structures that indicate their developing English syntax (eg Saturday stay home)		• experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary
• increasingly use standard English letter patterns, although there may be evidence of writing from the first language	• 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	• 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 (eg full stops, question marks, capital letters)	• increasingly use standard English spelling patterns and demonstrate knowledge of some sound–letter relationships and common sight words	• use basic punctuation accurately (eg capital letters, full stops and question marks); first language influence is still evident in punctuation
• 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 basic punctuation to separate ideas (eg full stops, question marks, capital letters)	• construct paragraphs that may be underdeveloped and show a lack of whole-text consistency
• use common, everyday vocabulary and some isolated examples of concrete technical vocabulary used in the classroom	• continue to use formulaic expressions when writing.	• spelling may be inconsistent but when read phonetically does not impede comprehension
• when encouraged, will use their first language and previous learning experiences productively to scaffold their writing efforts (eg write in the first language, ask		• edit their text with the teacher.

WRITING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
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).		

WRITING

Developing English

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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.</td></tr>
<tr><td>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.</td></tr>
</table>

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 • throughout this resource, English refers to Standard Australian English..		
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:	Students:	Students:

WRITING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
• 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 • 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,	• 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 • 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.	• 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 … 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.

WRITING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
accuracy and readability • participate in shared writing activities as well as writing independently.		

WRITING

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		
• throughout this resource, English refers to Standard Australian English..		
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:	Students:	Students:

WRITING

YEARS F – 2	YEARS 3 – 6	YEARS 7 – 10
- 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 - 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.	- 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 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.	- 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 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

Advice for teachers of EAL/D students

This advice will assist teachers to support EAL/D students in accessing the content of the Australian Curriculum and to recognise and make use of the linguistic and cultural resources that these students bring with them to the classroom.

It includes information about:

- linguistic and cultural factors that affect EAL/D students' learning
- teaching strategies to support EAL/D students access the learning in content descriptions in the Australian Curriculum.

It provides indicative advice that teachers could explore further with specialist EAL/D teachers and within the specialist EAL/D documents and resources used in the states and territories. Specific annotations to content descriptions in the English, Mathematics, Science and History learning areas of the Australian Curriculum have been developed for publication in late 2011. Some of the major aspects identified in the content description annotations that apply across learning areas are presented here.

The EAL/D learning progression is also an important reference for teachers. Teachers should provide support and select and implement teaching strategies that are relevant and appropriate to EAL/D students' phases of English language learning described in the progression.

It is important to note that throughout this resource, English refers to Standard Australian English.

Linguistic and cultural factors that affect EAL/D students' learning

EAL/D students require specific support to learn and build on the English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary.

The information below aims to help teachers understand students' linguistic and cultural diversity so they can prepare learning experiences to meet the needs of their EAL/D students. It focuses on some of the major English language features that EAL/D students may find challenging, and cultural factors and other experiences that may affect their learning including:

- oral language development
- differences between languages and writing systems
- differences in ways texts are constructed
- how cohesion is created in texts
- other features of sentence structure in English
- English vocabulary items that pose particular problems for EAL/D students
- other considerations for teaching EAL/D students
- EAL/D students' prior schooling
- intercultural understanding
- assumed cultural knowledge

- EAL/D students' expectations of schooling.

Oral language development for EAL/D students

Competency with spoken language is a crucial prerequisite of learning. In most Australian classrooms, this competency is assumed as teachers use oral language to convey instructions, information and explanations for classroom activities. Even in the early years of schooling, new concepts, including concepts about print, are taught primarily through teacher talk and student response. EAL/D students will have varying levels of oral language proficiency that will impact upon the degree to which they are able to participate in learning.

Oral language takes different forms. In Australian classrooms, it can range from conversational language, where students communicate informally and socially, to academic language, where students use English in formal and academic situations, and in ways that are specific to each curriculum area. Sometimes EAL/D students can give the impression of fluency with English, but closer analysis reveals their proficiency may be limited to the more informal social and playground language contexts — and vice versa.

EAL/D students use oral language to discover and negotiate meanings and understandings in and about their new language. For EAL/D students, classroom talk may range from casual conversations about lesson content or procedures to specific explanations about the forms and features of Standard Australian English. Providing opportunities for constructive classroom talk will support EAL/D students' cognitive development, language learning, reading comprehension and writing skills.

Standard Australian English is not the only variety of English used in Australia. An EAL/D student's home language or dialect should be recognised and acknowledged as a legitimate mode of communication alongside English , and will be a valuable resource for learning in the mainstream classroom.

Differences between languages and writing systems

English uses phonemes (sounds) and morphemes (words and the parts of words that convey meaning, such as the negative prefix un-, the plural -s, and the past tense –ed). The phonemes and morphemes used in English are different from those used in other languages. For example, in tone languages tonal variations and stress patterns are used to communicate meaning.

Not all languages have written traditions, and in many cultures oral communication is privileged over written communication. For students from these traditions and cultures, understanding the differences between written and spoken language, and recognising the emphasis placed on proficiency in written English in Australian society, will be challenging. Many EAL/D students do not bring an awareness of print with them to the classroom.

Not all languages are alphabetic, and EAL/D students who have some literacy in their home language may understand print differently. Some EAL/D students will have experiences with other languages that are not alphabetic. Some languages have different directionality, with print read from right to left or from bottom to top. Students from these language backgrounds will require specific instruction in the construction of English letters and the directionality of written English.

English letters vary in the degree of congruence between the upper and lower case — from the very similar Ss to the dissimilar Qq — and some letters may be formed differently in print and handwriting, or when using different font styles. This can be particularly confusing for EAL/D students who are unfamiliar with the English alphabet.

Punctuation is used differently in different languages, and EAL/D students are likely to have different understandings and expectations of punctuation. Some alphabetical languages use capital letters differently from English.

Differences in the ways texts are constructed

Textual forms are socially constructed. For example, essays are not structured in the same way in all cultures.

Each learning area has its own repertoire of written text types, all of which have language forms and features that need to be explicitly taught.

Text types, their purposes, and the language forms and features used all shift subtly across the curriculum areas. For example, historical recounts require the creation of narratives based on researched facts, characters and events, and are different from the types of personal or imaginative recounts that are created in English. An experiment report in science is different from a business report. EAL/D students require significant support in understanding these differences.

Cohesion in English texts

Cohesion is the way that links are made within a text to hold it together and give it meaning. It refers to the grammatical and lexical relationships within a sentence, paragraph or longer text.

The English language has numerous ways of achieving cohesion. These include, lexical cohesion, reference, ellipsis and connectives. Some of these techniques present particular challenges for EAL/D students, as well as important learning opportunities.

- Lexical cohesion is the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and technical vocabulary that is linked by class and subclass. Persuasive writing uses emotive vocabulary and modal verbs such as *must*, *should* and *cannot* to present a cohesive and convincing argument.
- Reference is used when the writer 'refers' to an object, an issue or a person in a different way (for example, by using a pronoun). EAL/D students need to be able to track these reference words throughout a piece of text in order to comprehend descriptions, recounts and explanations in particular.
- Ellipsis occurs when words or phrases are omitted because the idea or meaning can be implied or inferred from what has already been stated. This cohesive device can cause particular challenges for EAL/D students when used in questions and task instructions. (For example: *There are 12 pieces of pizza. When you take away 4 [pieces of pizza] how many [pieces of pizza] are left?*)
- Connectives create cohesion by signposting the reader through a text. They may be used to sequence events (*first, next, while, after that*); to add information (*moreover, additionally, as well as*); to compare and contrast (*on the other hand, while*); to offer

counter-arguments (*however*); to justify (*therefore*); to relate cause and effect (*so, as a result, causes, makes, leads to, forms, results in*). Connectives serve different language functions depending on the purpose of a text; therefore, different words and phrases are more likely to be encountered in certain curriculum areas than in others.

Other features of English sentence structure

Syntax refers to the order of words in a sentence or other meaningful utterance. Word order differs in all languages, and English conveys meaning through syntax to a greater degree than many other languages. Emphasis is created by putting the most important information at the beginning of the sentence, such as the use of the verb in imperative sentences (for example, ***Underline*** *the multiples of 3*); while different effects are achieved by delaying particular pieces of information (for example, to build suspense in a narrative).

Simple, complex and compound sentences are used in English. Simple sentences contain one verb. Compound sentences join two simple sentences through the use of conjunction. Complex sentences combine a simple sentence or independent clause and a dependent clause. Understanding and correctly using dependent and independent clauses poses particular problems for EAL/D students.

Tense tells when in time something has happened — in the past, the present or the future. Tense is marked through the verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses. These are not interchangeable and they are used to make fine distinctions of meaning. Different tenses are often used in English within the one text or even within the one sentence.

Predicting and hypothesising in English requires the use of conditional language structures. Complex sentences with multiple verb structures and tenses are common (for example, *I* ***think*** *this book* ***will be*** *good for* ***learning*** *about dinosaurs; If I* ***turn*** *the shape one more time, then it* ***might make*** *a diamond; I* ***think*** *the chocolate* ***will melt*** *if we* ***put*** *it in the sun*).

Reasoning and explaining require the language of cause and effect (for example, **First** I had 10 blocks, **then** I put ten more blocks **because** I was going up in lots of 10; The golf ball is heavy, **so** it rolled faster).

Questions are formed in various ways in English. Many of them are unique to the language, and are therefore quite challenging for EAL/D students. For example, forming a question requires the student to change the position of the verb and the subject (for example, *Can I?*) or else to use a question word (for example, *Why did this happen?*). The auxiliary verb also takes on the tense as opposed to the main verb (for example, *X* ***happened*** *because … / Why* ***did*** *x* ***happen**?*).

Phrases are the parts of a sentence that give more information about the verbs or nouns in the sentence. Noun groups or phrases can be made by adding adjectives. In English, there is a preferred order for adjectives in noun groups (for example, *a beautiful red balloon* rather than *a red beautiful balloon*). This preference for opinion adjectives before factual ones is intuitive for native English speakers because of their immersion in the language, but must be explicitly taught to EAL/D students.

The passive voice is a feature of many academic texts, including persuasive texts and scientific explanations. Use of the passive voice allows the speaker or writer to remove the actor as the theme of the sentence, when the actor is not important or is not the focus of the sentence's main message (for example, *Water **is used** [by whom?] **for** many purposes*; *Clouds **are formed by** condensation*). Questions formed using the passive voice reverse the usual order of the number sentence in mathematics and pose particular challenges for EAL/D students (for example, *if 8 **is subtracted from** 10* means 10 – 8, not 8 – 10).

English vocabulary for EAL/D students

The vocabulary of EAL/D students will be dependent upon where they are on the EAL/D learning progression and their prior education. For some students, it is simply a matter of attaching new words to known concepts; for other students, both the concept and the word will be new.

The English language has adopted words throughout its evolution. Understanding the historical evolution of the language helps explain many of the spelling anomalies in English. Understanding word origin provides EAL/D students with an important tool for remembering and comprehending new vocabulary.

English words are constructed by both their sounds (phonemes) and their meanings (morphemes). Reading, writing and spelling are all aided by an understanding of this underlying structure of words. English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Sounds and letters match only about 12 percent of the time, compared to almost 100 percent matches in some other alphabetic languages. In more phonetic languages, decoding is predictable, and spelling is not a challenge and is not taught. Similarly, spelling is not a requirement in languages that use symbols to represent entire words (logographic languages).

Extent of vocabulary knowledge is one of the best predictors of literacy success. EAL/D students will not have had the same continuous exposure to English vocabulary, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom. This is equally important for spoken and written language learning.

Even 'everyday' vocabulary needs to be taught explicitly. EAL/D students often don't know the English vocabulary for everyday home and family items because they use their home language in these contexts.

Subject-specific vocabulary is challenging because EAL/D students will have had limited exposure to these words. In Mathematics, for example, words such as *tally*, *prism* and *quotient* would not have been encountered by EAL/D students in any other context. Instructions and questions such as *Draw the **object**, What **material** is it made of? What is the **product** of 3 and 5?* require explanation to students who are still operating at the literal or concrete levels of comprehension.

The vocabulary of feelings and emotions is challenging for EAL/D students, as it is frequently abstract. Often, language is learned through visual reinforcement, and this is not always possible for abstract nouns. EAL/D students are more likely to know this vocabulary in their home language.

Words have different meanings in different contexts, and this can be especially challenging for EAL/D students. For example, in Science *hard* is a property of a material, not necessarily the opposite of *easy*.

Words themselves sometimes contain the concept being taught, and so the language and the content are often effectively learnt in conjunction with one another. For example, the number words reflect the number concepts that they represent (for example, in Greek 13 = ten three, 14 = ten four, and so on). Knowledge of morphemes within words helps develop comprehension and expand vocabulary.

Vocabulary items that pose particular problems for EAL/ D students include:

- Modal verbs (for example, *will, may, might, should, could*) are used to modify the certainty of verbs and are mastered late in the language learning progression of EAL/D students. Many languages have no modality. Students from these language backgrounds will need support in understanding how a degree of certainty can create nuance or indicate deference. Other languages are more honorific and indirect, and students from these backgrounds will also need assistance in manipulating modality for correct effect.
- Nouns in English can be characterised as 'countable' or 'uncountable'. Countable nouns can be described with numbers (for example, *10 marbles*), and we ask questions about them using the word *many* (for example, *How many marbles do you think are in the jar?*). Uncountable nouns can't be described with numbers, and we ask questions about them using the word *much* (for example, *How much water do you think is in the jar?*). This distinction comes intuitively to native speakers of English, but not to EAL/D students who have less experience with the language to hear what 'sounds right'.
- Prepositions in English are often used idiosyncratically or idiomatically (for example, *in the air, on high, on a high*) or to denote subtle differences in meaning (for example, *on the desk, at the desk, under the desk*).
- Phrasal verbs are particularly challenging. These are combinations of verbs and prepositions. The addition of the preposition gives the verb new, and often multiple, meanings (for example, *turn up* as in '*Turn up the radio'*, '*When did he turn up?'* and '*That's a turn up for the books'*).
- The English articles *a, an* and *the* pose difficulties for EAL/D students. Their usage in English is particularly complex and sometimes arbitrary (for example, the use of the definite article 'the' to refer to both the specific case, as in '*the' cat next door*, and the general, as in '*the' whale is the largest mammal*, and the seemingly arbitrary use for '*the' Earth* but not '*the' Mars*).
- Smaller words with dual meanings can be extremely confusing for EAL/D students (for example, the exclusive *or* in the instruction *Choose either option 1 **or** option 2* versus the inclusive *or* in *Dogs **or** cats can become good family pets*; the difference between *a few* and *few* in *I have **a few** friends* and *I have **few** friends*).
- Nominalisation is the changing of a verb (usually) into a noun. This condenses text and removes the thing responsible for the noun in most cases (for example, *people **migrated** to Australia* becomes ***migration** to Australia*). This makes text denser and less accessible to EAL/D students, but is a necessary feature of academic writing.

EAL/D students will need a significant amount of practice to understand and use these nominalisations.

- The language of comparison in English includes the use of the comparative adjective forms. These include adding *-er* to one- or two-syllable adjectives (for example, *This book is funnier*) and using *more* for three or more syllable adjectives (for example, *This book is more beautiful*). Exceptions such as *more fun* (not *funner*) and the irregular comparative adjectives such as *better* (not *gooder*) need to be learnt. For most native English speakers, knowledge of the correct forms is intuitive.

- Abbreviations are used often in non-narrative texts. It is important to teach the source words of the abbreviations in order to support EAL/D students' understanding of the concept that the abbreviation is representing (for example, in Mathematics *3-D* = three-dimensional, *kg*, *cm*, and so on). Understanding of 'common' abbreviations should not be assumed with EAL/D students.

Other considerations for teaching EAL/D students

Some students in the Beginning phase of English language learning will go through a silent period where they choose to listen rather than attempt to speak using the new language.

Many EAL/D students who are refugees and asylum seekers have endured experiences of extreme torture and trauma prior to their arrival in Australia; and all refugees have experienced to some degree emotional and psychological trauma by virtue of the fact that they have been forcibly dislocated from their homes, families, friends, cultures, and so on. This might manifest in a number of different ways in the classroom, from total non-responsiveness and elective mutism to acting-out behaviours (for example, violence, self-harm, insolence), to mistrust and resentment towards authority figures, to an inability to concentrate, to disengagement from classwork and non-completion of homework tasks and assignments. There might be additional triggers (for example, news reports of bombings, war statistics, sinking of refugee boats, bad news or no news from their homelands about the fates of family members and friends, denial of visas, and so on) that will revive some of these symptoms. These experiences will directly impact on students' general learning and their learning of English in Australian classrooms.

EAL/D students are bilingual learners, and they are already language learners in at least one other language. They are an important resource in developing the language awareness of all students in the classroom. The maintenance of the home language of EAL/D students is important for their English language learning as well as for the preservation and development of their cultural identities and family relationships. Research indicates that bilingual speakers have significant learning advantages over monolingual speakers.

Many classroom tasks require the use of language that is particular to school: academic language as opposed to playground language. While many EAL/D students may appear proficient with social playground language, they struggle with the more formal language of the classroom. Some of the common stumbling blocks are highlighted below:

- Undertaking research requires developed information literacy skills, including knowledge of and access to information sources, and relatively advanced reading skills that may be beyond the language proficiency levels of EAL/D students.

Students may not be proficient in analysing the veracity or appropriateness of sources. Specific direction is advised in the initial stages of inquiry.

- Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener.
- Justifying a point of view — in many cultures, students are not expected to develop their own opinion on texts. The 'expert' opinion is seen as correct, and students are required to learn and reproduce these opinions. This means that some EAL/D students may experience difficulty in providing both an independent opinion and in understanding how to justify this opinion.
- Mathematical language can be metaphorical, eg describing number as a container (for example, the chances are 1 in 10 — where the number 10 is used as a metaphor for a container, or when we ask the question 'how many 4s are there in 44' where the literal answer is 2). This may cause conceptual difficulties for some groups of EAL/D students who do not have the cultural conceptualisation of a metaphorical approach to number.
- Inferences can be made through an assumption of cultural knowledge, or through an understanding of a range of vocabulary (for example, good synonym knowledge), or from the use of reference words (for example, this to refer to a process described in the previous sentence), or through literary devices such as metaphor. EAL/D students will need to be given specific instruction in relation to all of these language features in order to access meaning in texts.
- Idioms are expressions that are particular to cultures. They may not make sense to those learning them, and they are usually difficult to remember and to reproduce confidently. The use of idiomatic language in the classroom requires further explanation to EAL/D students (for example, Let's be as quiet as mice).
- Extended metaphor relies upon the student seeing the connection of the metaphor. EAL/D students will need explicit support in this area to appreciate the nuances of language that create these metaphors.
- Understanding humour usually requires advanced language skills and is often very challenging for EAL/D students. Humour is reliant on cultural knowledge and an understanding of quite abstract language and a broad vocabulary (for example, puns and metaphors).
- Irony relies upon the audience understanding the context that causes irony. Without shared cultural knowledge, this will be difficult for EAL/D students to understand and appreciate.
- Parody relies upon shared cultural knowledge to identify what is being parodied. It may be useful to give EAL/D students access to the original material so that they can better understand the connections between this and the parody. Parody also involves humour that is culturally specific. Therefore, students may experience difficulties in understanding the entertainment or aesthetic value of a parody.
- Diagrams in non-narrative texts are informational and are different from the images that students usually create intuitively (for example, in mathematics diagrams of rectangles must be representative of the features of rectangles, with straight parallel edges; in science diagrams require accuracy in size relationships and colour when recording an experiment — these expectations must be made clear to EAL/D students).

EAL/D students' prior schooling

Students who have not had a continuous cumulative experience of the Australian curriculum may or may not possess the necessary prerequisite skills, conceptual knowledge and understanding to complete tasks. EAL/D students' understanding of curriculum area content must be monitored constantly.

Alternatively, some EAL/D students may have come from systems where they are competent in mathematics and other skills beyond those described in the Australian Curriculum for their year level. For example, in mathematics many EAL/D students will have the conceptual skills to solve numerical problems, but will struggle with the language required to interpret written mathematical problems or to construct word stories to accompany numerical equations. The contextual material is often included in word problems, which adds a cultural or linguistic dimension to the calculation. The extra information may distract or confuse EAL/D students who may have a much greater understanding of mathematical concepts than they are able to demonstrate if assessment occurs through word problems. Thus, teachers should be mindful of whether it is language that is preventing EAL/D students from demonstrating mathematical achievement. Even numerical work requires language for explanations. All mathematics lessons are also language lessons

Intercultural understanding

All students, including EAL/D students, have cultural resources that give them alternative perspectives on issues and phenomena, as well as experiences and knowledge. These are resources to be drawn upon to add to the learning and experiences of all students in the classroom.

However, while they have their own unique and valuable experiences, EAL/D students, particularly new arrivals or those in remote locations, may not have had experience with 'taken-for-granted' environments such as the beach and the bush, or urban experiences such as cinemas and shopping malls, or else they may not have an understanding of some of the signs and stories that teachers might assume are shared knowledge (for example, an EXIT sign, nursery rhymes). Some EAL/D students from refugee backgrounds may only now be experiencing technology and school environments after spending many years in camps.

Schooling systems around the world are vastly different, and students may come with very little prior knowledge in a given field or very extended knowledge. Contextual and visual information that we often assume is supportive of learning is often culturally loaded. EAL/D students may not have experience with the cultural context or images of some books (for example, the bush and Australiana). Other examples of 'taken-for-granted' knowledge in classrooms include collecting data for surveys (for example, *Which TV shows do you watch? Which cereal do you eat for breakfast?*). Therefore, teachers should not assume 'everyday' data is available to all students. Teachers should not assume that EAL/D students have had similar exposure to the media or to the same social issues. This lack of experience can make it challenging to complete independent study tasks (for example, identifying relevant issues for a research inquiry)

Assumed cultural knowledge

Not all currencies use decimal systems. Many EAL/D students will have concrete experience, and samples, of other coins and money systems, some of which do not work on decimal systems.

Not all cultures approach mathematical problem solving in the same way. There are multiple approaches to division and multiplication, for example, and many students from Asian and Middle Eastern countries have experience of the abacus as an everyday tool for mathematical functions.

The Gregorian calendar used in the Western world is not the only calendar, and EAL/D students may have expectations and experiences of other solar or lunar calendars, including the Chinese and Islamic calendars. For example, placing time on a line relevant to the birth of Jesus Christ — BC, AD — is culturally constructed; some students may not conceptualise time in this linear sense at all. In history, the backward documentation of time in the BC era may cause confusion for students because of the backward notation of the years and timespans.

The telling of time is constructed differently in different languages, and this often reflects concepts of time in different cultures. For example, in some languages *half past four* is constructed as *half to five*. Teachers need to be aware of these differences to better understand if problems with time-telling are linguistic or conceptual.

Temperature is not universally measured by the Celsius scale. Some EAL/D students may have different experiences and expectations of temperature measurement scales.

Different cultures use different ways of classifying objects according to their needs. For example, an Aboriginal student may classify plants according to edible or inedible, rather than species.

Students from different cultures will have different perspectives as to what is or is not ethical. For example, students from First World and Third World countries may differ because something that may be unethical in one country is a question of survival in another.

Family relationships and roles are not described in the same way in all cultures. For example, in Aboriginal families, *aunty* has a broader definition than a sister or sister-in-law of your mother or father. Similarly, the roles and duties within families may differ between cultural groups, and may not conform with Western conceptions.

Historical views are reliant on perspective, and it is important not to assume prior knowledge. Teachers may be building on an alternative version of the events being studied, or on a total lack of knowledge of the events.

EAL/D students expectations of schooling

Not all EAL/D students will have had previous schooling experience, and school experience is not the same around the world. Many learning behaviours that are encouraged, expected and rewarded in Australian classrooms are not what EAL/D students may have experienced in previous schooling experiences or within their community in general. Following are some examples of possible differences:

- The skill of 'inquiry' and of challenging commonly held beliefs is a Western educational tradition, and not all EAL/D students will have experience of this.
- Not all cultures value the sharing of feelings and an individual's thoughts in the school setting. For some EAL/D students this may be confronting, embarrassing or just unfamiliar. Therefore, some reticence to contribute or participate in activities of this sort may be for cultural reasons.
- Not all cultures interact in the same way. For example, turn-taking may not be the norm, or students may appear to not be listening, appearing distracted or walking around the room while actually listening. Distracted behaviour may be cultural.
- Body language, 'personal space', eye contact and gestures are linked to culture, and some EAL/D students will use and interpret body language gestures differently. For example, a nod of the head means *no* in many Middle Eastern countries; direct eye contact can indicate respect (or a lack thereof) in different cultures, and so on. It is important not to assume that body language is a universal language. Teachers must be mindful that students schooled in one culture may take years to 'retrain' themselves to different conventions of gesture and body language. Explicit and sensitive assistance in this area is recommended.

Teaching strategies to support EAL/D students access the learning in content descriptions

This section contains an overview of teaching strategies and considerations that will assist mainstream teachers to adapt their teaching to cater for the specific learning needs of EAL/D students in their classrooms.

Teachers can support EAL/D students by:

- identifying a student's level language proficiency using the EAL/D learning progression
- utilising students' cultural understandings
- building shared knowledge
- making the procedures and expectations of the learning environment explicit

These strategies will be suggested, where relevant, in the EAL/D annotations attached to the content descriptions in the learning areas of the Australian Curriculum (to be published in late November 2011). However, this overview will assist teachers and schools in planning their teaching programs to ensure that they are inclusive of the needs of all students.

Utilising EAL/D students' cultural and linguistic resources

It is important to recognise that EAL/D students (and all students) bring a range of cultural and linguistic resources with them into Australian classrooms. These resources can be:

- used to build EAL/D students' English language learning and their curriculum content knowledge
- shared in the classroom for the benefit of all students. When the curriculum directs teachers to consider cultural and linguistic knowledge and attitudes, teachers should

look first to the students in their classrooms to make use of the cultural and linguistic resources already present.

Teachers should actively:

- invite EAL/D students (and all students) to share their cultural and linguistic knowledge and experiences. This creates an inclusive space for EAL/D students in the school environment, as well as providing opportunities for deep learning and intercultural understanding for the entire class

- allow students to make use of their first language to make sense of English and to facilitate the learning of new concepts. Using a bilingual teaching assistant or more able student from the same language background to explain concepts in the students' home language is encouraged. If the desired outcome is the presentation of knowledge in a report, then allow EAL/D students to undertake part or all of the research in their home language.

Building shared knowledge

Effective teaching and learning practices are those which build on shared knowledge and understandings. While EAL/D students bring many valuable cultural and linguistic resources with them to the learning context, their experiences, understandings and expectations are often different from those that are assumed as 'common knowledge' in Australian classrooms.

The curriculum often refers to the familiar and the everyday; however, the 'everyday' is determined by our social and cultural contexts. It is important to check whether EAL/D students possess 'everyday' and 'real-life' knowledge assumed by many curriculum tasks. For example, mathematics problems teaching interest rates often create scenarios around banks and hire purchase that are unfamiliar for some EAL/D students. To build shared knowledge around the concept, the class can view films, make visits to a bank or do role-plays.

Excursions and hands-on experiences are important tools for building shared knowledge prior to asking EAL/D students to demonstrate understanding through language. The use of concrete objects before requiring work in the abstract is important, especially in mathematics and science (for example, building models and nets before doing work on volume in mathematics, conducting experiments before writing reports, making an object before completing the written procedure, walking around the neighbourhood before drawing a map, and so on).

Visuals and gestures are an important part of building shared knowledge prior to embarking on deeper learning. Ensure that visuals or real-life objects accompany written words to help EAL/D students make the meaning connection, and take care that a broad and inclusive view of the 'familiar' and 'everyday' is portrayed in the classroom. However, it is important to note that visuals are also culturally loaded. For example, an Australian-style letterbox at the front of the house is non-existent in most other cultures and in remote communities in Australia where mail is delivered by other means; diagrams of electrical currents are meaningless to refugees or asylum seekers who have been in a camp with no electricity for their entire lives; even a picture of a Western-style toilet is initially unfamiliar to a child who has grown up with

other styles of toilets. It is important not to assume that images and context are automatically helpful for all students.

Allowing EAL/D students to draw before writing provides a concrete reference tool for building written vocabulary (for example, draw the process of the recipe just cooked by the class, prior to having students write the recipe).

Ensuring pedagogies of entitlement and language support for EAL/D students

EAL/D students have the same capacity to understand the content of the Australian Curriculum as other students; however, they require support with the English required both to access the curriculum and to demonstrate achievement. Therefore, it is important to identify the language requirements of tasks while still maintaining the integrity of curriculum area content.

A pedagogy of entitlement and language support requires that teachers select and use a range of strategies that build language skills while simultaneously allowing EAL/D students access to the content of the curriculum. Broad pedagogical principles are provided below, along with some illustrative examples

Explicit teaching of EAL/D students is crucial in all aspects of language and across all curriculum areas. For example:

- teaching the sounds of English to EAL/D students whose pronunciation is causing communication breakdown, paying particular to the final sounds of words, which often affect meaning (for example, *He walk[e**d**] to school yesterday*)
- teaching the way sounds are pronounced in English, including showing lip and tongue positions for challenging sounds such as *th*
- explicitly teaching the purpose of upper-case letters, and making clear the differences between upper-case and lower-case letters, particularly when they are quite dissimilar (for example, *Dd, Ee, Qq, Rr*)
- working on intonation (rise and fall of speech) and stress of particular words so that they are more easily understood by the audience (for example, the word *<u>**syl**</u>lable* is stressed on the first syllable). An EAL/D student may just as easily say *syll<u>**a**</u>ble* or *sylla<u>**ble**</u>*, thus making the word more difficult to comprehend for listeners. This support with pronunciation will increase EAL/D students' confidence with speaking in public
- providing text structure frameworks within which to write specific text structures (for example, narratives, scientific investigations, reviews), along with models of the texts
- drawing attention to the specific tenses and sentence structures required in particular texts
- providing a glossary of technical vocabulary particular to the text or topic being studied
- providing clear instructions of each step required for the completion of a task or homework assignment
- teaching the skills of skimming and scanning
- teaching ways to use different registers of English appropriately in school, taking into account audience and purpose (for example, playground language, informal language in the classroom, speaking to teachers, academic specific language)

- encouraging classroom talk and using discussions as the vehicle to teach new vocabulary and concepts to EAL/D students. For instance, when students contribute ideas and vocabulary to a discussion, teach that contribution back to the whole class to ensure that EAL/D students have shared understanding while simultaneously building their vocabulary (for example, act out abstract concepts such as 'enthusiasm' and 'sadness', or draw facial expressions for 'miserable', 'excited', and so on)
- using classroom role-plays to explicitly teach ways to use language appropriately depending on context and relationship between speaker and listener.

Teaching in context is vital to aiding communication and comprehension. While EAL/D students require explicit teaching, it is important not to remove language from its original context and study it in isolation. Words and phrases only mean what they mean in the context of the sentences and texts that they appear in, and the language structures used within texts are intrinsically linked to the social context and purpose of the whole text. When grammar is studied out of context, students lose the understanding of using language differently in different contexts. Some useful strategies include:

- using cloze exercises to teach specific language features (for example, the sequencing connectives in a scientific explanation)
- using information retrieval charts to pull out key information and language features from a text
- providing synonyms to build a vocabulary of possible alternatives for words in context and doing substitution exercises to gauge the impact of different words with similar meanings (for example, considering the effects and effectiveness of different modal verbs used in a persuasive text: *school uniforms **must** be abolished; school uniforms **should** be abolished*; *school uniforms **could** be abolished*, and so on)
- doing phonics work in the context of words that students clearly understand (for example, first teach the meaning of the word in the context of the text, and then unpack the phonemes of the word). Isolating the phonemic parts of words, particularly common vocabulary items, helps both writing, reading and pronunciation (for example, *th - i - s*)
- examining and consolidating understanding of grammatical functions such as tense within the texts the students are reading (for example, noticing the use of an irregular verb in a text and adding it to a bank of irregular verb conjugations).

Scaffolding and support strategies underpin effective teaching and learning for EAL/D students. The writing cycle model that will be familiar to many mainstream teachers is crucial for EAL/D students. Sequencing and repetition of controlled, guided and independent tasks (for example, modelling of an exemplar text → deconstruction of the text → joint reconstruction of the text → independent construction of the text) will assist students to understand the structure, patterns and language features of the text.

Other strategies for supporting learning include:

- providing visual supports and gestures for key words and concepts so that all students can follow the gist of information when new material is being introduced
- referring to stories or events that are familiar to the students

- placing EAL/D students with a buddy, rather than in a larger group, for discussion and group work so that they have only one language input to process and so that the buddy can better adapt their language to suit the language level of their EAL/D buddy
- providing text frameworks and sentence prompts to support writing
- providing writing guides and glossaries to support reading
- monitoring the language of teacher instruction to ensure that it is at a level commensurate with the student's phase of English language learning.
- providing alternative oral explanations, and using and encouraging circumlocution
- ensuring that explanations and paraphrasing don't use vocabulary more complicated than the target word or concept
- avoiding confusing colloquialisms or idiomatic language (for example, *How many times does 4 go into 12?* is not linguistically simpler than *What is 12 divided by 4?*)
- avoiding distracters and information that is extraneous to the task at hand, maintaining a focus on essential subject terminology or instructional language.

Modified assessments and tasks allow EAL/D students to demonstrate understanding of curriculum content while they are developing their English language skills. Reading and writing at each year level assumes a cumulative knowledge of English language and literacy skills, including spoken English, which many EAL/D students have not yet acquired.

The EAL/D learning progression provides an initial tool for mapping EAL/D students' language learning journeys, but the more detailed and nuanced descriptions found in the specialist state and territory documents are recommended to ensure that students receive instruction targeted at their specific needs. Progress should be checked against these each term.

Some examples of modified task design and assessments include:

- EAL/D students will be able to understand task instructions and incorporate teacher feedback at levels commensurate with their phases of English language learning. Use the EAL/D learning progression to identify the language capabilities of each EAL/D student (for example, instruction in some of the past tenses will be ineffectual for students in the Beginning phase of English language learning).
- Identifying a point of view requires decoding of the text and analysis of word choice and rhetorical features and how these affect the reader, viewer or listener. EAL/D students will be able to engage with this type of task at different levels: some will be able to decode; others will be able to analyse; and more capable language users will be able to identify and discuss how the audience has been positioned by the writer or speaker. It is important to realise that EAL/D students are continually developing their English language skills, to check their progress regularly and to adapt teaching and learning activities accordingly.
- EAL/D students in the Beginning and Emerging phases of language learning should start with literal questions supported by visuals. Students in the Developing and Consolidating phases should have a strong literal understanding before moving on to inferential questions.
- When asked to retell an event or experience, EAL/D students in the Beginning and Emerging phases of language learning could put visuals of main events into the

correct sequence, while Developing students in the early years might write sentences using a teacher's modelled example.

Practice, preparation and revision are important components of successful language learning. EAL/D students need multiple opportunities to use language, particularly spoken language, yet they often receive the fewest. They need to use language often, and have the opportunity to plan, rehearse and review their use of language.

Strategies include:

- providing opportunities for classroom talk to develop EAL/D students' cognitive abilities and oral language skills
- giving EAL/D students opportunities to repeat new vocabulary or phrases. For example, when introducing a new topic, set up 'speed dates' where pairs of students move on to new partners, asking the same question to collect data. This opportunity to hear the same questions and provide the same answers to new people in one-to–one interactions is valuable oral and aural practice for EAL/D students
- modelling spoken explanations and providing opportunities for EAL/D students to repeat those explanations using the same language features and sentence structure (for example, for mathematical problems)
- creating a print-rich classroom environment (for example, labelling classroom realia, displaying visuals with new vocabulary, creating wall charts with sentence structures, grammatical points, text features, and so on)
- providing word lists and definitions of challenging words prior to introducing new texts and topics (for example, a list of culturally-specific words when reading a novel in English, nominalised verbs used in science such as *filter → filtration, decant → decantation, evaporate → evaporation*, vocabulary clines, lists of comparative language, examples of connectives, and so on)
- keeping personal dictionaries where EAL/D students can write new words, the context the word appeared in, and its definition in English as well as in their first language.

Considerations relating to EAL/D students and the school learning environment

For some EAL/D students, the school experience will be a new one; others might have had schooling experiences that are markedly different from Australian school contexts. Teachers must make explicit their expectations of classroom behaviours, while simultaneously being sensitive to the experiences of their EAL/D students.

Examples of differences in school behaviours and expectations include:

- Many students will have come from a schooling system where they were required to work individually rather than collaboratively. This means that group work skills need to be outlined explicitly and rewarded positively. Teachers should also be aware that there might be cultural sensitivities when assigning groups. While students will need to overcome these sensitivities in time, they may be deeply ingrained and it can be advantageous to pay attention to these in the first instance. A discreet conversation with the student/s before commencing group work activities will be useful in avoiding

any issues (such as mixing boys and girls, certain ethnic groups, or different mobs). There may also be certain unseen cultural distinctions within students of the same cultural group, meaning that one student has more or less 'power' than another. This can also impact on group work.

- Students may not join the class on the mat with other students simply because it has not been their experience at school to sit on the floor, which may be considered dirty and demeaning. Other students may not join the class because their previous experiences have given them more autonomy regarding the events in which they choose to take part. Teachers should carefully explain the purpose of the activity and its connection to follow-up tasks so that students can see the benefit of joining in.

- It is important to explicitly teach class rules and parameters for engaging in discussions, active listening, and so on as not all cultures interact in the same way, and school experiences vary significantly.

- Speaking in front of groups may be challenging for EAL/D students. They may be more comfortable in one-to-one interactions. Students may be particularly conscious of their accents, and other students may find different accents amusing, thus exacerbating the self-consciousness of the EAL/D students. Teachers should give students a chance to present in smaller groups or take time out to practise their delivery.

- Teachers encourage self-correction in classrooms (for example, self-editing written work, or as a measure of comprehension when conducting Running Records). However, self-correction requires an innate sense of what sounds right in English and what makes sense. EAL/D students do not have this sense of the language and cannot easily self-correct. Teachers must be very explicit with these EAL/D students about their errors in pronunciation, grammar, expression and spelling, and how to correct these errors, so that the students can apply this new knowledge about English in other texts and utterances.

- Some EAL/D students will have alternative perspectives and experiences of historical events, scientific phenomena or mathematics strategies. Teachers can invite their contributions to class discussion, talk to them well before the class and ask for their contribution, thus giving them time to prepare (for example, EAL/D students with advanced mathematics skills or different calculation strategies can be invited to share their solutions and processes with the class, and thereby expand and confirm for all students the existence of multiple approaches and strategies).

- EAL/D students will have varying experiences with information and communication technologies (ICT), from no exposure to technology at all to sophisticated usage. Peer support can be provided for EAL/D students with no exposure to ICT, and EAL/D students experienced in ICT can provide ICT support to others even when their English language skills are still developing.

Glossary

abstract language	language that describes concepts rather than physical objects
alphabetic language	a language that uses symbols to represent sounds in words
auxiliary verb	a verb that works with other verbs (eg to indicate tense – *have eaten*, or to ask questions – *Can you help?*)
biliterate / bidialectal	able to read and write in two languages or dialects
circumlocution	using more words than necessary to express an idea or communicate information
clause	a grammatical unit of meaning that contains a verb. It may form all or part of a sentence
code-mix	a developmental stage in which multilingual children mix the elements of two or more languages to form a 'blend'
code-switch	the ability to change from one language/dialect to another to suit the context
cohesive devices	grammatical or lexical items that hold a text 'together' and create clear meaning. There are five commonly used cohesive devices: reference, ellipsis, lexical cohesion, substitution and conjunctions
collocating words	two or more words that commonly occur in close association with one another (eg *salt and pepper*, *black and white*)
colloquialism	an informal expression, often connected to the local culture
communicative purpose	the reason for communicating / why a text is constructed and used
complex sentence	a sentence that has an independent (or main) clause and one or more dependent (or subordinate) clauses
compound sentence	two simple sentences linked by a joining word
concrete language	language that describes physical objects
conjugation of verbs	unpacking a verb, describing each of its forms according to person and tense (eg *I am*, *you are*, *he is*, *I was*, *you were*, *he was*)
cultural content	information shared by those with similar cultural backgrounds
cultural experiences	past experiences in any particular culture
definite article	the word *the*, usually used to describe something in particular or something that has been already been mentioned
dialect	a variety of a language. A dialect is distinguished by its vocabulary, grammar and pronunciation. Where a distinction can be made only in terms of pronunciation, the term 'accent' is more appropriate, not 'dialect'

diphthong	a combination of two distinct vowel sounds in a 'glide' (eg c **o**i n)
directionality/left-to-right progression	the direction that print takes (eg right to left, left to right, vertical, horizontal)
discourse conventions	the accepted way and manners of holding conversations, such as taking turns, greetings and so on
discourse markers	words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (eg *actually, so, OK, right?, anyway*)
EAL/D	English as an additional language or dialect
elective mute	a person who is unwilling or unable to speak
ellipsis	the omission of words that repeat what has gone before – these words are simply understood
environmental print	writing found around the classroom and everyday environment
final sounds	the final sound–letter blend of a word
formulaic utterances	expressions that are commonly used and that maintain social interaction in expected ways (eg *How are you? Fine thanks, and you?*)
gestural support	the use of gesture to create meaning and assist comprehension
grapheme	the written representation of English sounds (eg *kn*, *nn* and *n* are all graphemes for the sound /n/)
graphophonic	the sound–symbol relationship in language
home language	the language predominantly spoken in the home
images	pictures
imperative sentence	a sentence that instructs, requests or commands. It begins with a verb (eg *Close the door*)
indefinite article	the words *a* and *an*, usually used to identify a general noun rather than a specific noun
inferential	a level of comprehension where information is implied in the text, and is combined with current and assumed information to understand that which is not explicitly stated in the text
information retrieval chart	a chart to show or compare information
initial sounds	the first sound–letter combination of a word
interlocutor	the person with whom one is speaking
intonation	the rise and fall of the voice when speaking
irregular verb	a verb that does not have easily identifiable patterns when

	unpacked for person or tense (eg the verb *to be* has the following conjugations: *was*, *is*, *am*, *are*, *were*, *been*)
lexical cohesion	the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related by theme (eg words about medieval times in a story about knights)
lexis	content words. Words are divided in to two groups: lexis words (words that carry meaning, eg *chair*) and grammatical words (words that explain tense or mood, eg *might*, *be*, *have*)
linguistic experiences	past experience with any language
linguistic elements	• text and discourse (communicating): the way sentences are structured, grouped and sequenced for achieving a particular purpose in a context • pragmatics (social usages): the factors governing language choices in social interaction • semantics (meanings): the way meanings are represented and conveyed • syntax (structures): the way words are arranged to show relationships of meaning within phrases/groups and clauses • lexis (vocabulary): the way content is mapped onto words • morphology (word formation): the way words can be built up of meaningful parts • phonology (sounds): the way sounds are organised in a language.
literal	stated explicitly in the text that is being read
logographic language	a language that uses symbols to represent entire words
macroskills	the modes of communication – listening, speaking, reading/viewing, writing
medial sounds	the middle sounds of a word
monolingual	speaking only one language
morpheme	the smallest unit of meaning in language. Morphemes are not exactly the same as words. The word *cat* has one morpheme, while the word *cats* has two morphemes: *cat* for the animal, and *-s* to indicate that there is more than one
multimodal	a text that incorporates different types of texts (eg exposition, listing, image, graph)
native speaker	a speaker using their first language
naive letter formation	the formation of letters as pictures rather than as graphic representation of sounds
nonverbally/nonverbal communication	body language, eye contact, personal space, gesture, stance, posture
noun group	a group of words building on a noun. Noun groups usually consist of an article (*the*, *a*, *an*) plus one or more adjectives

paragraphing	the way paragraphs are formed. Typically, students move from the graphic phase – an awareness of the need for paragraphs but no understanding of where, how or why this should occur; to the topical stage – an awareness that each paragraph is a distinct entity that should have its own 'topic' or subject matter; to the textual phase – an awareness of how cohesive devices can be used appropriately to achieve whole-text coherence
paraphrase	repeat the same information in a more condensed and original form
phoneme	the smallest unit of sound in a word. The word *is* has two phonemes: /i/ and /s/. The word *ship* has three phonemes: /sh/, /i/, /p/
phonetic spelling	spelling words using the most common grapheme for each sound (phoneme) – eg *skool*
phonically decodable	that which can be pronounced using basic letter–sound correspondence (eg *dog – 'd', 'o', 'g'*)
prefix	a meaningful element (morpheme) added to the beginning of a word to change its meaning
print literacy	ability to read and write written text in any form, including multimodal and digital.
QWERTY	the keyboard used in English-speaking countries. It has QWERTY as the first six letters from the top left-hand side. Other languages use different keyboards (eg the French – AWERTY)
reference	the use of pronouns or other words to refer to something in a sentence (eg *The prince was pleased. At last he had his princess.* 'He' refers to 'the prince')
register	the degree of familiarity or formality adopted in language. This is seen through linguistic choices, grammar and tone, and it generally indicates the relationship (or balance of power) between communicators
regular verb	a verb that has easily identifiable patterns when unpacked for person or tense (eg the verb *to walk* adds *-s* to the third person *he walks* and *-ed* to the past tense *walked*)
return sweep	(in English) how the eyes are trained to return to the right-hand side of the page at each new line or paragraph
Standard Australian English	the variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.
salient politeness conventions	language that is polite and indicates accepted 'good' manners in a particular culture
semantic	information related to meanings used when reading
sight words	words recognisable instantly (without decoding what sound each

letter represents)

stress	the emphasis placed on certain syllables in certain words (eg **Eng**lish, not Eng**lish**)
substitution	a word such as 'one' is substituted for a noun or noun group (eg *There are lots of apples in the bowl and I want one [of them]*)
suffix	a meaningful element added to the end of a word to change its meaning
syntax	the ways words, phrases and clauses are structured in sentence
tenor	the overall mood or nature of the language in a conversation that reflects the relationship between the people involved in the dialogue (eg an informal tenor would exist between friends and a formal tenor between a principal and a school inspector)
tone language	a language in which different tones distinguish different meanings
visual cues	images that give clues about the written text

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- Catholic Education Office Sydney
- Catholic Education Office Northern Territory
- Catholic Education South Australia
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- Department of Education, Employment and Workplace Relations
- Department of Education and Training, Australian Capital Territory
- Department of Education, Training and the Arts, Queensland
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