# Bandscales State Schools (Queensland)

**Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners**

EAL/D learners are learners of English as an additional language or dialect (EAL/D). They speak languages other than Standard Australian English (SAE) as their first language(s) and bring rich and diverse linguistic and cultural knowledge from these to the classroom.

EAL/D learners are simultaneously learning a new language plus the knowledge, understanding and skills of the curriculum through that new language. Teaching needs to support EAL/D students as they add English to their existing language repertoire.

EAL/D learners may require additional time and support along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing English language proficiency.

Through whole-school planning, schools use various strategies and adjustments to support EAL/D learners in achieving the learning described for their age cohort in the mandated curriculum. All classroom teachers, across all learning areas, will need to identify the language demands and cultural underpinnings of learning tasks and explicitly teach both these aspects.

## What are the Bandscales State School (Queensland) for EAL/D learners?

The Bandscales State Schools (Queensland) provide a map of EAL/D learner progress in learning the English language in the school context. Their purpose is not to describe an intended EAL/D curriculum. Rather, the bandscales are descriptions of typical second language acquisition and development. They enable teachers to assess the language and learning support necessary to enable EAL/D learners to access the intended curriculum across all learning areas.

The bandscales provided here are a summary of descriptors taken from the National Languages and Literacy Institute of Australia (NLLIA) ESL bandscales (McKay P., Hudson, C., and Sapuppo, M. 1994) in P. McKay (ed) *ESL Development: Language and Literacy in Schools.* Canberra, National Languages and Literacy Institute of Australia, as adapted in the Education Queensland Indigenous bandscales with the inclusion of relevant new descriptors to encompass all EAL/D learners.

These descriptors were compiled based on second language expertise and teacher observations of student behaviour as part of the NLLIA ESL Development project (1994) and the Education Queensland Indigenous Bandscales project (1999, 2002).

These bandscales describe EAL/D learner pathways for students from migrant backgrounds and from Australian-born backgrounds (including Indigenous students). The levels are equivalent to those on the NLLIA bandscales and the bandscales for Aboriginal and Torres Strait Islander learners.

### How are the bandscales presented?

The bandscales are presented for two phases of learning:
- early phase, for learners from Prep to Year 3
- middle phase for learners from Year 4 to Year 9.

Many teachers utilise the middle phase bandscales for monitoring their EAL/D learners in the senior phase of schooling. Alternatively the NLLIA ESL Bandscales may be used, if they are available, as they include a specific secondary years set of bandscales.

EAL/D learners come into Queensland schools with widely different levels of English proficiency and may enter at any year level. Therefore, the bandscales levels **do not** align with the year levels presented in learning area sequences. For example, a student may be aged 14 and be placed in Year 9 but may be a new arrival to Australia with no previous English and therefore, may be

operating at a bandscale level 1 or 2 on the middle phase bandscale levels. In this case, the student would need intensive EAL/D support to access the mainstream curriculum for their age cohort.

Some, but not all, of the bandscale levels contain a pre-level, generally at levels 1, 2 or 3. Pre-levels have been included to more explicitly describe the vast progress language learners make, particularly if they:
- come from a low-print literacy background
- have had little prior education in their first language
- are in contexts where they only use SAE in the classroom (e.g. some remote schools).

Pre-levels indicate a possibly lengthier pathway of development. More specifically, the middle phase bandscale descriptors for reading and writing contain distinct categories related to learners from 'limited schooling' backgrounds, to better assist teachers in understanding and describing the progress of this group of students.

Other learners, who may have considerable education in a first language, may progress rapidly to bandscale level 4 if given targeted EAL/D support, but may take longer to progress from level 4 to level 5 and from level 5 to level 6.

Support for English language learning is critical in ensuring that EAL/D learners progress to level 6.

All EAL/D learners need particular language learning support at key junctures, such as times of movement from primary to secondary school and as school learning tasks become more cognitively demanding and complex. As academic language becomes more complex in secondary school, EAL/D learners may not progress as rapidly through the bandscale levels, while they consolidate their knowledge of school subjects as they learn in, through and about SAE.

Students who speak a dialect of English may not be visible in the lower bandscale speaking levels. However, due to the language differences between their spoken varieties and written English, they are well described by the reading and writing bandscales.

### How can teachers use the bandscales?

The bandscales are used for *diagnosing* where students are 'at' in terms of their Standard Australian English (SAE) acquisition. They provide teachers with a broad and generalised picture of second language acquisition in English in the school context, and enable them to monitor learner progress in the four macro skills: listening, speaking, reading/viewing and writing.

Learners may be at different levels across the macro skills.

To establish an EAL/D learner's bandscale level, teachers need to find the best fit. Learners may not display all the descriptors in a level at once, but may display some from two or three different levels. Teachers need to look for a cluster of descriptors which indicate a particular level.

For the classroom teacher, the bandscales are used in the context of collecting data to inform their planning across the learning areas.

When planning, teachers start with their students and make curriculum decisions based on their students' learning needs. The curriculum intent will be the same for the EAL/D learner as for other students in the age cohort. Teachers may need to 'build language bridges' using a variety of teaching strategies for the EAL/D learner to support them in accessing the intended learning.

By using the bandscales to understand the student's level of SAE acquisition, the teacher is better able to provide the scaffolding — in terms of the appropriate language focus — needed. Students on a lower bandscale level will have different language requirements from those on higher levels.

Similarly, in assessing the learning, teachers may need to scaffold assessment tasks to support students in demonstrating what they have learned.

The bandscales presented in this document do not support teachers in knowing what strategies to use, although they clearly *suggest* implications for pedagogy. They support teachers in understanding the SAE acquisition of the student and hence to recognise that scaffolding might be needed.

It is important to note that most EAL/D learners are developing English language skills, literacy skills, numeracy skills and content knowledge and skills of the learning areas simultaneously.

## What teaching strategies work for EAL/D learners?

EAL/D learners, who are learning *through* SAE while at the same time acquiring SAE, need specific teaching approaches to build a language foundation for successful classroom learning.

Each subject area has its own language demands and specific spoken and written genres. Teachers should be aware of these, and consider the explicit teaching required in order for their EAL/D learners to access the learning experiences, including both the intended curriculum and assessment of the learning[1].

When there is no alignment of language learner needs to the curriculum, language learners can be excluded from much learning.

Listening and speaking provide the basis for literacy learning. For this reason, in planning for language development of EAL/D learners, learning tasks should include all the macro skills of listening, speaking, reading/viewing and writing. At all times, language work should sit within the age cohort curriculum and the topic and genres being studied in the classroom.

### Break it down, Build it up

*Break it down, Build it up* is a planning and teaching framework designed to meet the needs of EAL/D learners in whole class settings through explicit and targeted language teaching for all students.

Teachers who plan for EAL/D learners in classroom settings know that language is fundamental to communication so they plan how to build language from the outset of their topic or unit.

These teachers understand language, not just in terms of vocabulary, but in all its interacting components or 'layers' which a speaker or writer uses to convey meaning in a particular context – such as genre, semantics, structures, word formations, inflections and sounds.

*Break it down, Build it up* focuses and contextualises language teaching and learning within the school curriculum by:

- explicitly identifying the language demands of a task/unit of work for the specific cohort of students (Break it down)

- sequencing teaching and learning to address these language demands within the curriculum focus (Build it up).

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[1]   Gibbons, P. 2002. *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom.* Heinemann: Portsmouth, NH.

Reiss, J. 2005. *Teaching content to English language learners: strategies for secondary school success.* Pearson Education: White Plains, NW.

*Break it down, Build it up* supports differentiation of teaching through a whole class approach to address the language learning needs of EAL/D learners in the classroom. It also helps to address the language requirements of English speaking students who may not be familiar with the Standard Australian English (SAE) used in the classroom.

*Break it down, Build it up* comprises 10 practical steps that guide teachers as they support their students in building the English language required to successfully complete a unit of work or a task within a unit of work.

The *ESL in the classroom* website (currently being rebuilt) contains detailed information on the use of the *Break it down, Build it up* framework.

### ESL speaking levels and teaching strategies (ESLATS)

The **ESLATS** document developed by Denise Angelo, Manager, Language Perspectives, Far North Queensland Indigenous Schooling Support Unit (FNQ ISSU), brings together EAL/D bandscales levels with teaching strategies to target the language learning needs of EAL/D students at each bandscale level.

Teaching strategies for specific bandscale levels have been developed for the following areas:

**A**wareness of students' language situation
**B**eing supportive of active participation in classroom talk
**C**oncrete stimuli for promoting talk
**D**epth studies of written or multimedia texts
**E**ncouraging confident language use through rehearsal
**F**ocus on explicit language teaching

### Explicit grammar teaching

It is essential to teach SAE grammar explicitly, systematically and consistently, contextualised within the texts being studied. Without explicit and appropriate grammar teaching, second language learners typically plateau at a level below their academic proficiency potential.

Classroom teachers need knowledge of grammatical features at a text, clause, group and word level. This enables them to analyse grammatical features of target texts and identify relevant aspects to share with students. This practice helps to provide EAL/D learners with the necessary linguistic tools to demonstrate their learning and to produce optimal texts.

If teachers teach a meta-language about grammar in SAE, then students and classroom teachers will share a common terminology for discussing grammatical forms and structures, and it will be possible to support students in acquiring a deeper and more accurate control of the second language. As the language of school becomes more contextually reduced and more abstract, the ability to explicitly discuss grammar in all key learning areas is necessary.

## Additional resources

Bandscales for Aboriginal and Torres Strait Islanders
www.education.qld.gov.au/students/evaluation/monitoring/bandscales/

TESOL resources are available from Library Services
http://education.qld.gov.au/library/

## Listening

| | New to Standard Australian English (SAE) | Beginning to comprehend familiar SAE | Beginning to comprehend classroom SAE | Developing comprehension of SAE | Consolidating comprehension of SAE | Becoming competent in SAE |
|---|---|---|---|---|---|---|
| | **Level 1 student understands isolated key words in context.** | **Level 2 student is beginning to understand familiar talk.** | **Level 3 student understands some classroom talk.** | **Level 4 student undertakes some learning through SAE.** | **Level 5 student expands their comprehension of SAE.** | **Level 6 student comprehends extended talk in SAE.** |
| **Descriptors** | **The student:** <ul><li>recognises a few key familiar words supported by context, gestures, real objects, visuals.</li><li>comprehends through non-verbal cues which match own culture or are visually supported.</li><li>watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.</li><li>joins in an activity but may not speak.</li><li>may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.</li><li>may spend a period (few days to a few months) acquiring language through listening but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of 'active' language learning.</li></ul> | **The student:** <ul><li>comprehends and responds to high frequency greetings, courtesy phrases and simple directions.</li><li>depends on face-to-face contact with accompanying body language.</li><li>responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing as needed) from the speaker.</li><li>needs time to process what is heard.</li><li>does not perceive certain sounds in SAE or certain combinations of sounds due to home language (HL) consonant/vowel configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for rhyming words).</li><li>may appear to understand SAE, but may use non-standard forms of taught formulaic SAE which provide evidence of being an EAL/D learner (e.g. says 'Goldilocks *an da tree bear*').</li></ul> | **The student:** <ul><li>picks out some key words and phrases from teacher talk on familiar topics and where contextual support (pictures, gestures, etc.) is provided. Comprehends best in face to face contact, and when repetition, simplification and paraphrasing are provided by the teacher.</li><li>comprehends and responds (e.g. yes/no) to routine enquiries with little difficulty.</li><li>follows a short sequence of instructions related to familiar classroom procedures, (e.g. teacher says '*bring your book to me and show me your story*').</li><li>continues to need time to process what is heard.</li><li>has difficulty following simple interactions at SAE speaker speed, or with background noise.</li><li>has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.</li><li>needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities).</li><li>may rely on HL with peers for clarification around classroom tasks.</li><li>relies on teacher knowing they speak another language.</li></ul> | **The student:** <ul><li>comprehends with ease social SAE in familiar contexts (e.g. in general school context: in classroom interaction around activities, in playground interactions, on excursions), with only occasional help given by the speaker.</li><li>follows instructions within the classroom learning activity if explained and presented clearly (i.e. with clear steps, modelling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small groups basis.</li><li>misses precise details of teacher talk.</li><li>continues to need time to process what is heard.</li><li>misses basic information due to levels of background noise.</li><li>benefits from HL helper.</li><li>requires constant scaffolding to process classroom learning, even though surface social spoken fluency suggests that such scaffolding is not necessary.</li><li>may use strategies which give the impression that comprehension has taken place e.g. nodding, smiling.</li></ul> | **The student:** <ul><li>comprehends social SAE in a range of social contexts pertinent to their age level with little dependence on extra help from the speaker, especially if the topic is familiar.</li><li>comprehends main points and most detail in learning activities on taught familiar topics if activities are language focused.</li><li>gains general sense of new topic-specific language if contextual and language support is given, and time allowed for processing.</li><li>misses some specific details of new learning because of lack of 'depth' of language, e.g. lack of understanding of relationships such as problem/solution (if…then), compare/contrast (similar to; different from), limited range of vocabulary.</li><li>continues to have some difficulty comprehending extended teacher talk at normal speed.</li><li>experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.</li><li>has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).</li></ul> | **The student:** <ul><li>comprehends easily in most social and learning contexts relevant to their own age and phase of schooling.</li><li>understands extended teacher talk at normal speed including new topics. Lapses, which sometimes occur generally, do not affect overall comprehension.</li><li>sustains understanding of main ideas in group and whole class discussions involving more than one interaction.</li></ul> |

**Speaking**

| | New to Standard Australian English (SAE) | | Beginning to use familiar SAE | | Beginning to participate in SAE | Developing use of SAE | Consolidating use of SAE | Becoming competent in SAE |
|---|---|---|---|---|---|---|---|---|
| | **Pre-Level 1 student uses home language exclusively.** | **Level 1 student uses isolated SAE words.** | **Pre-Level 2 student starting to use rehearsed SAE phrases.** | **Level 2 student tries short utterances on their own.** | **Level 3 student participates in some classroom talk.** | **Level 4 student undertakes some learning through SAE.** | **Level 5 student expands their range of SAE.** | **Level 6 student expresses more complex ideas in SAE.** |
| **Descriptors** | The student:<br><br>• may use home language (HL) – spoken and 'body language' – even with SAE speakers (particularly creole speakers).<br>• may talk spontaneously in HL (e.g. during classroom activities).<br>• may answer SAE questions in HL.<br>• needs an attentive listener to predict meaning (e.g. from gestures and context).<br>• may expect all listeners to understand HL (i.e. even SAE speakers).<br>• requires an interpreter for important communication within school or between school and family (up to level 5). | The student:<br><br>• uses single SAE words occasionally (e.g. when naming or labelling some objects).<br>• uses words that express immediate needs.<br>• uses gestures to indicate meanings, needs, likes and dislikes.<br>• needs an attentive listener to predict meaning (e.g. from gestures and context).<br>• may 'echo' SAE words and phrases.<br>• may talk spontaneously in HL (e.g. during classroom activities).<br>• may spend a period (few days to a few months) acquiring language but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of language learning.<br>• may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged. | The student:<br><br>• uses some routine and rehearsed social SAE (e.g. familiar courtesies such as 'good morning Miss').<br>• is developing a larger set of single words.<br>• uses rehearsed, memorised or formulaic taught utterances (e.g. repeating memorised phrases/sentences from a shared reading book; utilising routine memorised sentences from well-rehearsed classroom topic).<br>• produces accurate memorised SAE which may misleadingly suggest a higher level.<br>• makes meaning only when listener has prior understanding of the context.<br>• may talk spontaneously in HL (e.g. during classroom activities). | The student:<br><br>• uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'can I get a drink, please?').<br>• begins combining words into a few (i.e. not rehearsed) two – three word utterances linked by sequence (i.e. not connectives) but needs supportive listener and environment.<br>• makes slight deviations in routine formulaic SAE which indicate that SAE is not first language.<br>• is developing confidence to take risks with their beginning SAE at school.<br>• may use some SAE to exert influence on a situation (e.g. directing others: says 'sit on the mat' as part of morning routine).<br>• joins in repetitive language of stories, poems and songs.<br>• may repeat questions or statements of others.<br>• talks spontaneously in HL (e.g. during classroom activities) and will continue to do so.<br>• will rely on attentive speaker (gestures, context, object and pictures) to help communication. | The student:<br><br>• joins in routine exchanges (e.g. greeting, simple routine classroom responses) without great difficulty.<br>• needs to rely heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say, giving supportive gestures and facial expressions, rephrasing questions, using objects/pictures, retelling a story).<br>• participates in and initiates face-to-face interaction on familiar classroom topics with familiar people in a classroom situation but relies on support from listener and context.<br>• constructs own language beyond formulae and two -- three word utterances.<br>• gives short responses to teacher's guiding questions about classroom activities (e.g. teacher asks 'what have you got there?').<br>• may need or prefer a long wait time before responding in SAE.<br>• uses HL for social interaction. | The student:<br><br>• communicates in a growing range of familiar social and learning situations with some support from listener and context.<br>• attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning.<br>• prefers to express themselves without interruption or corrections.<br>• sustains a conversation with an attentive adult on a familiar topic (e.g. describing classroom activities, retelling stories, describing past and present events) but may not provide explicit details.<br>• has confidence to give a short morning talk but has fragmented language when attempting longer discourses.<br>• explores more complex ideas in HL with HL-speaking peers and adults.<br>• can give short answers to who, what, where, when, why and how single-clause questions about contextualised classroom activities.<br>• requires time to process thoughts and formulate SAE utterances.<br>• makes approximations to SAE forms and so speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded. | The student:<br><br>• sustains participation in small group discussions on familiar learnt topics.<br>• contributes own ideas and opinions in SAE in one-to-one conversation and with encouragement within supportive classroom context.<br>• is fluent in familiar areas, though may still approximate SAE forms.<br>• participates in regular classroom activities on familiar topics, but does not have the 'depth' of language needed to relate more complex ideas needed in learning through SAE. | The student:<br><br>• uses SAE with fluency in all social and learning activities.<br>• can participate in an interaction expressing own ideas and opinions with little help from teachers or peers though with some difficulties with precision of meaning.<br>• expresses more complex ideas on both familiar and new topics as long as the content is well grounded. |

**Reading/viewing**

| | New to reading and to SAE | | Beginning to recognise words and word clusters | | Beginning to comprehend short familiar texts | Applying developing reading skills | Consolidating reading skills | Becoming competent readers |
|---|---|---|---|---|---|---|---|---|
| | **Pre-Level 1 student is new to reading and to SAE.** | **Level 1 student is new to reading in SAE.** | **Pre-Level 2 student begins to recognise familiar words and memorised word clusters.** | **Level 2 student begins to recognise words and short word clusters.** | **Level 3 student begins to comprehend short familiar texts in SAE with contextual support.** | **Level 4 student applies reading skills in familiar contexts and topics.** | **Level 5 student is becoming a confident reader within their limited language proficiency.** | **Level 6 student comprehends most texts.** |
| **Descriptors** | **The student:**<br><br>• makes meaning from visual cues in their environment (e.g. finding items in the local shop or supermarket, McDonalds logo).<br>• may demonstrate well-developed observational skills (e.g. reading tracks in the environment).<br>• shows familiarity with multimedia (e.g. DVDs, television programs).<br>• has little experience with books and their purposes.<br>• looks at pictures in books.<br>• uses home language (HL) in any attempts to communicate their ideas. | **The student:**<br><br>• recognises and names some letters and words within visual context, which they encounter frequently and for which meaning is given (e.g. signs and labels, brand names, police, school).<br>• recognises their name, or part of it, in print.<br>• exhibits reading-like behaviour, (e.g. when choosing a book, sitting and looking at a book, turning pages, studying pictures).<br>• begins to develop concepts of classroom literacy.<br>• relies heavily on memory, teacher, visual and contextual support to make meaning in shared texts.<br>• progresses more rapidly through this level if they have first language print literacy background (up to level 4). | **The student:**<br><br>• recognises memorised words and short word clusters in SAE if these have been recycled, often in a variety of language activities (e.g. words on the weather chart).<br>• recognises memorised words in context (e.g. may know a word on a chart but may not be able to recognise it in a storybook/computer game).<br>• shows signs of responding to known text 'read' independently, e.g. laughter, surprise and disappointment and verbal responses in HL.<br>• makes meanings and predictions in HL and begins to understand SAE in texts read to them with teacher support.<br>• can 'read' short and very familiar SAE texts from memory.<br>• links spoken SAE words and phrases with pictures. | **The student:**<br><br>• begins to see themselves as readers, and displays 'one to one correspondence' confidently.<br>• attempts to read simple and short texts with repetitive sentence patterns on own.<br>• begins to use contextual and visual cues to gain meaning from text (e.g. whole word shape, using a letter shape in words to recognise the word, using cues from pictures).<br>• is developing phonemic awareness skills and sound-symbol relationships.<br>• has a limited range of reading vocabulary /phrases until they have acquired the relevant spoken language.<br>• requires ability to hear SAE sounds before they can be identified in reading. | **The student:**<br><br>• reads short familiar texts (words and phrases in passages, short passages) with contextual support which uses language that has been recycled in a variety of ways.<br>• is limited by their developing spoken proficiency in SAE.<br>• reads own written stories to peers and teachers (using both memory and word recognition).<br>• retells stories in HL with guided questioning and prompting from the teacher (e.g. Teacher asks '*what happened then? Oh they… did then? What did they do then?*').<br>• begins to expect what is read in SAE to make sense.<br>• indicates full meaning not achieved (e.g. says 'That make no sense!') and needs assistance to move from decoding to comprehension.<br>• needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonics, word attack skills) or may plateau at decoding level.<br>• requires support and explicit teaching if creole/dialect speaker in understanding the differences in vocabulary and grammar. | **The student:**<br><br>• gains meaning from texts around which language activities have been based and for which contextual cues are provided (e.g. short repetitive narratives, simple procedures including recipes, simple invitations, letters, email).<br>• gains a 'sense' of texts (which may be on classroom topics) based on class experience and jointly constructed by the teacher and students; however comprehension may be sporadic.<br>• independently reads within the range of these types of texts, and within the range of their overall proficiency in SAE.<br>• draws on a growing but still limited overall proficiency in SAE; comprehension in unfamiliar topics is restricted.<br>• benefits from intensive vocabulary building as they encounter new texts.<br>• requires extra processing time, especially when operating under test conditions up until level 6. | **The student:**<br><br>• reads most texts (within level ranges expected at their phase of schooling) on familiar/taught topics but using less complex language and contextual cues.<br>• lacks 'depth' of comprehension and predicting ability in narratives, and in informational texts on unfamiliar topics and procedures.<br>• reads at the literal level but not at inferential and evaluative levels.<br>• comprehends straight forward texts which relate to oral language and which are not overloaded with new language, concepts and culturally specific information.<br>• needs teacher and contextual support for new language and concepts in informational texts on unfamiliar topics. | **The student:**<br><br>• reads competently in SAE within the range of ability expected at their phase of schooling though still need more time than their mainstream peers to process information to gain meaning from texts and to internalise the content.<br>• comprehends most texts (within the range of ability expected at their phase of schooling), with the support normally provided to learners at their phase of schooling (e.g. introduction of new vocabulary and concepts, talking around the topic).<br>• is able to read to acquire new learning.<br>• needs support with cultural references and idiomatic language, patterns of poetry and rhymes in SAE. |

## Writing

| | New to writing | | Beginning to experiment with writing in SAE | Beginning to write own short simple texts | | Applying understanding of texts to own writing | Developing control over language and text | Becoming competent writers |
|---|---|---|---|---|---|---|---|---|
| | Pre-Level 1 student is newly introduced to concept of writing. | Level 1 student is new to writing. | Level 2 student attaches meaning to their writing in an approximation of SAE. | Pre-Level 3 student begins to write with simple sentence structures. | Level 3 student begins to write own very short texts. | Level 4 student produces small range of simple, short texts. | Level 5 student writes longer, familiar text types. | Level 6 student writes most text types in proficient SAE. |
| **Descriptors** | The student:<br><br>• plays as initial form of self-expression.<br>• prefers to use construction materials and objects to represent ideas rather than draw.<br>• may have well-developed fine motor skills, spatial awareness and gross motor skills.<br>• uses home language (HL) when communicating ideas.<br>• is new to literacy implements: paper, pencils, crayons. | The student:<br><br>• uses drawing as an initial form of self-expression.<br>• may have little spoken SAE for talking about their drawings and writing.<br>• makes approximations of letters and symbols (role-play writing).<br>• begins to develop concepts of classroom literacy. | The student:<br><br>• draws pictures as the context for their writing.<br>• responds to prompts from teacher about their own pictures for teacher to expand and scribe.<br>• experiments with writing letters and words.<br>• copies from environmental print (day and date on whiteboard) to label pictures.<br>• writes own name. | The student:<br><br>• begins to write to accompany drawings, formulaic simple sentence/s or own telegraphic captions.<br>• draws on personally significant events and people, usually written in first person (e.g. I/we).<br>• assigns a consistent message to their memorised simple SAE structures (which are often repeated to ensure success in their writing attempts). | The student:<br><br>• begins to write their own very short texts (e.g. early recounts).<br>• is consigning a consistent message to their writing in SAE.<br>• is affected in writing by limited proficiency in speaking and listening in SAE.<br>• writes with EAL/D features (e.g. inappropriate prepositions, missing endings, non-SAE word order) as they experiment with writing.<br>• is less accurate than previous level due to writing own language.<br>• needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities) because of EAL/D listening level (up to Level 5). | The student:<br><br>• writes simple short versions of an expanding range of text types on familiar topics (e.g. simple letters, simple descriptions, simple recounts, simple information reports, simple procedures).<br>• writes with early text structure but EAL/D features are clearly present and meaning will sometimes break down.<br>• needs strong support (e.g. pre-task talk, modelling, joint construction of texts, conferencing by teacher, provision of vocabulary) and needs more time than their SAE-speaking peers.<br>• writing is influenced by overall proficiency in SAE.<br>• begins to write texts containing related ideas around central topic or theme.<br>• may be limited by writing only what is 'correct' according to generic and language models and therefore plateau in their writing from lack of experimentation (reproducing to a formula rather than learning).<br>• may be innovative with genre and language models and/or follow own socio-cultural text structures which should be valued as a sign of language and literacy development. | The student:<br><br>• writes with some fluency some familiar written text types (e.g. personal letters, descriptions, recounts, information reports, narratives) on familiarised classroom topics.<br>• needs support (e.g. pre task-talk, modelling, joint construction of texts, conferencing by teachers, provision of vocabulary) and more time than their SAE-speaking peers.<br>• writes with some EAL/D features, however these generally do not impede meaning. Expresses own ideas in writing with encouragement. | The student:<br><br>• writes most texts at the level expected at the later stages of junior primary, e.g. narratives, recounts, procedures, information reports.<br>• is now supported by a well-developed overall proficiency in SAE that is reflected in their writing.<br>• writes with occasional EAL/D features.<br>• writes with increasing fluency and speed and this influences the length of text learners are able to produce. |
| **Implications** | EAL/D students at these levels of listening, speaking, reading/viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, for example students who speak creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they 'should' be able to understand what is being said in the classroom. | | | | | | Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks. | Students at this level need support with tasks that are culturally overloaded. They may need individual support to understand the cultural demands of tasks, and will benefit from more time for the reading and writing required in assessment tasks. |

## Listening

| | New to Standard Australian English (SAE) | Beginning to comprehend familiar SAE | Beginning to comprehend classroom SAE | Developing comprehension of SAE | Consolidating comprehension of SAE | Becoming competent in SAE |
|---|---|---|---|---|---|---|
| | Level 1 student is new to SAE and draws on knowledge of their world in home language. | Level 2 student is beginning to comprehend routine social language in their immediate, familiar environment and to explore learning in SAE. | Level 3 student is developing listening competence in SAE for a range of social and classroom events and moving into learning through SAE. | Level 4 student is extending their range of language beyond their own immediate social environment and is experimenting with learning through SAE. | Level 5 student is consolidating SAE in an expanding range of social contexts but is limited in ability to comprehend complex ideas in SAE learning activities. | Level 6 student is becoming a competent user of SAE in most social contexts and a sound user of SAE in learning contexts but with gaps that need filling. |
| **Descriptors** | **The student:**<br><br>• recognises a few key familiar words supported by context, gestures, real objects, visuals.<br>• watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.<br>• comprehends through non-verbal cues given by the speaker which match own culture or when visually supported, particularly in a face-to-face situation.<br>• joins in an activity but may not speak.<br>• may tune out easily and avoid tasks that require a response.<br>• may be unable to sustain concentration and may be very tired in early stages of learning.<br>• may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.<br>• may spend a period (few days to a few months) acquiring language through listening but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of 'active' language learning.<br>• needs respect for age and home language (HL) socio-linguistic competence. | **The student:**<br><br>• comprehends and responds to high-frequency greetings, courtesy phrases and simple directions.<br>• relies heavily on face-to-face contact and accompanying body language, with repetition and/or simplification on the part of the speaker.<br>• responds physically and verbally to simple directions and instructions if supported by gestures, repetition and rephrasing as needed.<br>• needs time to process what is heard.<br>• has very limited understanding of interactions amongst SAE speakers in class activities and amongst peers.<br>• does not perceive certain sounds in SAE or certain combinations of sounds due to HL consonant/vowel configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for rhyming words).<br>• may cue into classroom activity (e.g. song) by following words on a page with finger, though comprehension should not be assumed.<br>• may appear to understand SAE, but may use non-standard forms of taught formulaic SAE which provide evidence of being an EAL/D learner (e.g. says '*where da fores' meet da sea*').<br>• is developing awareness (if creole speaker) of differences in language varieties (i.e. SAE v HL) and needs assistance from teachers to expand these early understandings to avoid the student adapting HL rather than learning SAE. | **The student:**<br><br>• begins to comprehend and use a range of social and classroom spoken interactions which are short, simple and on familiar topics.<br>• comprehends best in face-to-face contact, and when repetition, simplification and paraphrasing are provided by the teacher.<br>• continues to need time to process what is heard.<br>• comprehends and responds (e.g. yes/no) to routine enquiries with little difficulty.<br>• has difficulty following interactions at SAE speaker speed, or if there is noise.<br>• follows a short and familiar sequence of instructions (e.g. teacher says '*open your English books and write these sentences*').<br>• has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.<br>• needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities).<br>• may rely on HL with peers for clarification around classroom tasks.<br>• relies on teacher knowing they speak another language. | **The student:**<br><br>• understands social SAE in most familiar contexts but still needs additional help from SAE speakers (e.g. gestures, modified speech, provision of wait-time).<br>• begins to comprehend in academic learning activities if help is given by the SAE speakers (as above) and if contextual support (e.g. reference to pictures, diagrams, materials, and so on) is provided.<br>• follows instructions within the classroom learning activity if explained and presented clearly (i.e. with clear steps, modelling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small groups basis.<br>• continues to need processing time.<br>• requires intensive scaffolding and bilingual assistance to comprehend spoken input in tasks containing an abstract level (e.g. comparison, classification; science concepts such as magnetism, strength, force, orbit; maths concepts such as maths formulae, algebra and trigonometry; history concepts such as exploration, distance travelled).<br>• misses details of teacher talk (e.g. part/whole vocabulary such as collar, cuff, seam as parts of shirt).<br>• misses basic information due to levels of background noise.<br>• requires constant scaffolding to process classroom learning, even though surface social spoken fluency suggests that such scaffolding is not necessary.<br>• may use strategies which give the impression that comprehension has taken place e.g. nodding, smiling. | **The student:**<br><br>• comprehends SAE in most social situations.<br>• comprehends most extended teacher and peer talk in academic learning activities on familiar topics, if contextual support is available, however will lack 'depth' of comprehension of more complex discourse.<br>• gains the sense of new topics delivered with extensive contextual and teacher support though will lack precision, and need paraphrasing and explanation.<br>• grasps the connection of ideas and details within an extended spoken discourse on a new topic only if extensive support and time to process are provided (e.g. viewing 'Behind the News' with teacher introduction, pre-listening focus activities and multiple viewings broken into sections).<br>• requires extensive vocabulary support for new topics.<br>• continues to have some difficulty comprehending extended teacher talk at normal speed.<br>• experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.<br>• has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly). | **The student:**<br><br>• comprehends social SAE with ease.<br>• understands extended teacher talk on familiar and new curriculum topics (within the range of ability expected at their phase of schooling) with only occasional lapses of understanding, though lapses will generally not affect overall comprehension.<br>• sustains understanding of main ideas in group discussions involving an increasing number of interactions, but will have some gaps in comprehension where there is quick interaction of ideas.<br>• has difficulty comprehending culturally overladen texts, humour, puns and idioms.<br>• needs support to evaluate cultural attitudes, assumptions and beliefs in spoken texts. |

## Speaking

| | New to Standard Australian English (SAE) | Beginning to use familiar SAE | | Beginning to participate in SAE | Developing use of SAE | Consolidating use of SAE | Becoming competent in SAE |
|---|---|---|---|---|---|---|---|
| | **Level 1 student uses occasional single SAE words.** | **Pre-Level 2 student is beginning to understand and use some familiar SAE words and phrases.** | **Level 2 student is beginning to experiment with own short SAE utterances.** | **Level 3 student is developing a range of social and classroom language and is moving into learning through SAE.** | **Level 4 student is extending the range of language beyond own immediate social environment and experimenting with learning through SAE.** | **Level 5 student is consolidating SAE language use in an expanding range of contexts and able to take a collaborative role in academic learning activities.** | **Level 6 student is becoming a competent user of SAE in most social contexts. Use of SAE in learning contexts is sound but gaps need filling.** |
| **Descriptors** | **The student:**<br>• labels some objects and uses occasional words related to classroom needs (e.g. pencil; Miss).<br>• may use home language (HL) to express immediate needs.<br>• uses HL gestures to indicate meaning, particular needs, likes and dislikes.<br>• may work through a HL-speaking peer or adult to communicate needs.<br>• may echo words and phrases of other children and adults.<br>• may spend a period (few days to a few months) acquiring language but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of language learning.<br>• may experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.<br>• requires an interpreter for important communication within school or between school and family (up to level 5). | **The student:**<br>• begins to use parts of routine and formulaic social language (e.g. says 'good morning').<br>• uses single words or taught two – three word formulae to convey basic needs.<br>• is developing a larger set of single words.<br>• relies on attentive speaker (gestures, context, object and pictures) to help communication.<br>• participates in group reciting of learnt classroom vocabulary, alphabet, numbers and so on.<br>• repeats simple formulaic SAE sentences following model provided by teacher and supported by sympathetic speaker who provides prompts as required. | **The student:**<br>• uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?').<br>• participates in guided face-to-face interactions with a familiar, supportive adult.<br>• begins combining words into a few, (i.e. not rehearsed), two – three word statements linked by sequence (i.e. not connectives) but needs supportive listener and environment.<br>• relies on gestures and/or peers and help from the listener.<br>• relies heavily on learned formulaic language and routine phrases that are comprehensible and substitutes new words or phrases as they are acquired.<br>• may make slight deviations in routine formulaic SAE which indicate that SAE is not first language.<br>• constructs (says aloud) simple formulaic SAE sentences, guided by teacher modelling. | **The student:**<br>• participates in face-to-face interactions in SAE on familiar classroom or personal interest topics but with frequent breakdowns in fluency and meaning due to limited SAE resources.<br>• generates own language beyond formulae and two – three word utterances. This creative use of SAE is an expected developmental phase.<br>• relies heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say, giving supportive gestures and facial expressions, rephrasing questions).<br>• participates in class interaction on familiar topics where teacher directs questions towards them individually, using contextual support, repeating and rephrasing and elaborating, but will have difficulty participating in discussions between teacher and learners at SAE-speaker speed.<br>• participates in group learning activities with SAE-speaker peers only with a clear role definition (e.g. as the time keeper), which does not require much speaking in SAE.<br>• may need or prefer a long wait time before responding in SAE.<br>• makes errors when approximating SAE and these should be valued as a sign of language acquisition and ongoing development.<br>• relies on teacher knowing they speak another language (creole speakers). | **The student:**<br>• interacts socially with familiar SAE-speaking adults and peers in most informal contexts (e.g. discussing events with the teacher and peers in the school vehicle/at the shop; on an excursion with teachers/adults).<br>• attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning.<br>• prefers to express themselves without interruption or corrections.<br>• uses words and phrases in strings to participate in longer speaking turns.<br>• recounts an event or a series of events orally (e.g. recount of shared learning experience).<br>• participates in academic learning activities on familiar topics if supported by teacher and context (modelling, scaffolding, recycling of language) and if sufficient time is provided (e.g. can describe processes such as 'the water cycle' in simple terms).<br>• explores more complex ideas in HL with HL-speaking peers and adults.<br>• gives a short prepared formal spoken report with heavy word-for-word reliance on their written text and with little ability to respond to questions beyond giving yes/no answers.<br>• gives short responses to open-ended questions.<br>• makes approximations to SAE forms and so speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.<br>• requires time to process thoughts and formulate SAE utterances. | **The student:**<br>• sustains participation in interactions in SAE in an expanding range of contexts expected at their phase of schooling.<br>• is fluent in social speech with few breakdowns in communication.<br>• participates and collaborates in class and group learning activities with other SAE-speaking learners, but does not have the 'depth' of language required to relate complex ideas which are needed in certain academic learning activities in SAE (e.g. in a persuasive text in Studies of Society and Environment; in an explanation of a science process).<br>• is less dependent on the conversation partner for repetition or reformulation, especially if the topic is familiar but will have difficulty if topics are unfamiliar and cultural references are frequent and if specific details are required.<br>• contributes to new topic-specific discussions if teachers and contextual support is given and if time is allowed for processing before a response is expected. | **The student:**<br>• takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).<br>• expresses more complex ideas (at their level of cognitive development) on both familiar and new curriculum topics as long as the content is well grounded.<br>• has some difficulties in expressing precision of meaning in academic language.<br>• takes an active and productive part in group activities around academic topics.<br>• has a particular strength in fluency.<br>• has some difficulties contributing to discussions involving evaluation of cultural attitudes, assumptions and beliefs expressed in written texts because of the complexity of language needed. |

## Reading/viewing

| | New to reading | | Beginning to recognise words and word clusters | | Beginning to comprehend short familiar texts | Applying developing reading skills | Consolidating reading skills | Becoming competent readers |
|---|---|---|---|---|---|---|---|---|
| | **Pre-Level 1 learner is new to reading print in SAE.** | **Level 1 learner is beginning to develop early emergent print literacy skills.** | **Pre-Level 2 learner is beginning to recognise familiar words and short clusters in known contexts.** | **Level 2 learner is beginning to recognise words and short word clusters in SAE in a variety of texts.** | **Level 3 learner is beginning to comprehend short texts in SAE on familiar topics with contextual support.** | **Level 4 learner has an expanding reading range based on their growing proficiency in SAE.** | **Level 5 learner is reading a range of texts but with the 'depth' of understanding limited by overall proficiency in SAE.** | **Level 6 learner is becoming a competent reader in SAE.** |
| **Descriptors** | **The student with limited schooling:**<br><br>• has visual literacies from real life settings (e.g. can recognise different CD/DVD covers and artists, television programs; ordering a fast food meal).<br><br>• gains meaning from visual cues in their environment and may demonstrate well-developed observational skills.<br><br>• needs early literacy support in order to understand the different varieties of print (including fonts), the purposes of reading, how to handle and orientate books, how to read pictures and how to use visual cues to help gain understanding: this can be achieved through modelling reading and choosing language level-appropriate reading materials.<br><br>• communicates in their home language (HL) and may have some oral proficiency and comprehension in SAE.<br><br>• may have conceptualisations of school print literacy based on previous school-based experiences and may be reluctant to engage in reading and viewing activities. | **The student:**<br><br>• recognises and names some letters and words (within visual context) which they encounter frequently and for which meaning is given (e.g. commercial logos, signs and labels, brand names, schools, police).<br><br>• is becoming familiar with Roman script.<br><br>• may have literacy understandings and strategies from first language.<br><br>**The student with limited schooling:**<br><br>• is continuing to develop an understanding of print literacy to varying degrees, based on prior experiences and is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time.<br><br>• brings to their learning levels of maturity and a range of knowledge, visual literacies, understanding, skills and attitudes which will affect their approach to learning. | **The student:**<br><br>• recognises familiar words and short word clusters in SAE if these have been recycled often in variety of language activities (e.g. word bank charts).<br><br>• recognises memorised words in context but is not able to transfer this knowledge to a different context (e.g. may know a word on a chart but may not be able to recognise it in a book).<br><br>• 'reads' familiar SAE texts from memory.<br><br>• has a limited range of sight vocabulary (words/phrases).<br><br>• participates in beginning literacy activities (e.g. matches beginning and ending sounds in words with alphabet letters ('t', 's') but has difficulty identifying middle sounds in one syllable words; matches alphabet letters in different fonts). | **The student:**<br><br>• recognises and gains meaning from short texts, i.e. familiar words and chunks of texts in SAE, using contextual and visual cues (e.g. whole word shape, picture clues, recent experiences) which use language that has been recycled in a variety of ways.<br><br>• joins in with key words and repetitive phrases in familiar text (e.g. pictures, stories, written chants and rhymes) in shared reading sessions, but is unaware of the meaning carried by structural words such as 'the', 'and', 'in', 'of', 'what'.<br><br>• uses some decoding skills when reading unfamiliar SAE but is restricted in their ability to gain meaning from words and text (even if they are able to decode) until their proficiency in SAE language and culture develops.<br><br>• is unable to read or predict meaning in texts because of overload of new language.<br><br>• has difficulty because their spoken language is different from that met in the text (i.e. pronunciation, sentence structure will be different).<br><br>• can express lack of understanding in SAE when reading comprehension has broken down (e.g. 'what "escalator"?'), however, may not always be able to express their lack of understanding precisely. | **The student:**<br><br>• comprehends short texts in SAE on familiar topics (e.g. short recounts) with contextual support.<br><br>• reads, with support (e.g. scaffolding the text, introduction to new vocabulary and concepts) short teacher-selected, information texts (e.g. animal report) on a familiar topic on information geared to the mainstream curriculum but at a less complex language level.<br><br>• reads simple instructions (e.g. cut the circle in half) but will require HL assistance for instructions.<br><br>• may have difficulty comprehending even specifically selected narrative texts because they do not follow own cultural oral narrative genres and because of difficulty of language and cultural references (up to Level 5).<br><br>• needs explicit language teaching (word order, grammar, unfamiliar vocabulary) and literacy teaching (phonemic awareness, graphophonics, word attack skills) or may plateau at decoding level. | **The student:**<br><br>• acquires factual information from a growing range of texts on familiar topics but still needs visually supported texts which avoid density of information and language complexity.<br><br>• understands texts (as above) that do not require significant cultural knowledge specific to the text.<br><br>• skims, scans and 'gets the sense of' mainstream texts at cohort level, only with EAL/D-informed support including mapping of reference, drawing on HL, eliciting/supplying vocabulary.<br><br>• repeats content of short, teacher-selected fairly simple and explicit factual mainstream school texts which contain some argument and persuasion (e.g. texts on pollution, whaling) with EAL/D-informed support.<br><br>• may read for pleasure simply structured longer personal recounts, which do not contain too many unfamiliar cultural references or complex language structures.<br><br>• includes all details rather than selecting pivotal points when recalling information.<br><br>• has limited comprehension of self-selected texts appropriate for SAE-speaking peers, which are expected to be read within a set time frame.<br><br>• retells, in HL, a story read in SAE.<br><br>• requires extra processing time, especially when operating under test conditions, up until Level 6. | **The student:**<br><br>• comprehends a wide range of texts which are related to personal, social and general school contexts which are not culturally over-laden (e.g. self-chosen stories, popular magazines, instructions for games, school notices, class-constructed and individual books and texts).<br><br>• reads subject-specific texts and more complex learning materials, but 'depth' of understanding is limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references) and therefore their ability to predict meaning from semantic and syntactic cues.<br><br>• identifies main idea and some supporting details from argument texts on familiar subject-specific topics.<br><br>• needs texts to be context-enhanced (e.g. with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used. | **The student:**<br><br>• comprehends most texts at the level and within the range of ability expected at their phase of schooling but has difficulty with highly culture-specific content.<br><br>• uses information acquired through reading to find relationships, make inferences and draw conclusions (at the level and within the range of ability expected at the phase of schooling).<br><br>• needs more time than SAE-speaking peers to process information.<br><br>• has difficulty at the middle schooling level if texts are very complex, dense, culturally overladen or totally non-contextualised. |

## Writing

| | New to writing in SAE | | Beginning to experiment with writing in SAE | | Beginning to write own short simple texts | Applying understanding of texts to own writing | Developing control over language and text | Becoming competent writers |
|---|---|---|---|---|---|---|---|---|
| | **Pre-Level 1 learner is new to writing.** | **Level 1 learner has a concept of writing.** | **Pre-Level 2 learner is beginning to reproduce writing.** | **Level 2 learner is beginning to experiment with writing.** | **Level 3 learner is beginning self-generated writing in familiar guided contexts.** | **Level 4 learner is experimenting with longer and more structured discourse.** | **Level 5 learner is growing in independence in writing but complexity and precision is limited.** | **Level 6 learner is becoming a competent writer.** |
| **Descriptors** | **The student with limited schooling:**<br>• has practices that enable them to negotiate their way in their familiar environment (e.g. planning and sequential skills, spoken home language (HL) competency).<br>• may have well-developed fine motor skills (e.g. able to carve wood, thread sinkers, braid hair, play electronic games).<br>• may be inexperienced with using writing implements and may need time to experiment with pens and other writing implements.<br>• has had limited school experience.<br>• brings to their learning levels of maturity and a range of knowledge, understandings, skills and attitudes and will benefit from respect and acknowledgement of this. | **The student:**<br>• may copy some words from environmental print, and phrases from the classroom context, though understanding is as yet very limited because of lack of knowledge of SAE.<br>• may have literacy understandings and skills in their L1 to varying degrees of ability.<br>**The student with limited schooling:**<br>• is developing concepts and awareness of print upon which literacy development can be based.<br>• is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time.<br>• is restricted in their ability to write in SAE until their literacy set is fully established and until an initial familiarity with SAE language and culture in the school and classroom context is gained.<br>• may be learning a new script. | **The student:**<br>• reproduces environment print and sentences from teacher's scribing (from blackboard writing/teacher's writing in their workbooks/sentence strips/word banks).<br>• selects words (with picture cues) to fill in the blanks in guided cloze activity with teacher support.<br>• writes captions/labels on pictures/diagrams with maximum scaffolding (e.g. labels parts of an engine using a word list).<br>• requires a high degree of intense scaffolding and one-to-one teacher/adult support to engage in and complete tasks designed for their year level.<br>• may select and copy printed material when given an unsupported task above their writing ability without one-on-one support, but as yet may have little understanding of what they are copying (e.g. copying out pages of an encyclopaedia to show that they are writing).<br>**The student with limited schooling:**<br>• is still developing handwriting skills: shaping letters correctly, writing on a line. | **The student:**<br>• writes learned phrases and can complete short cloze activities around familiar language with contextual support.<br>• makes attempts at captions/labels on picture/diagrams with teacher support.<br>• uses beginning graphophonic knowledge in their attempts at writing learned phrases, captions.<br>• may spell words using visual memory so that letters may be correct, but may be in the wrong order.<br>• writes language, which is related to their level of spoken SAE and to the teacher's models of reading and writing.<br>• participates orally (at minimal level) in guided whole class and group constructions of text.<br>• may write with influences of HL on writing and attempts should be encouraged.<br>• reads back own writing.<br>• may be able to provide only limited comments about their pictures or writing in SAE; however, may choose to give comments and explanations in their HL to their HL peers.<br>**The student with limited schooling:**<br>• has taken considerable time to reach this level and will continue to require high levels of support in order to be able to draw on the variety of literacy knowledge required to produce simple texts. | **The student:**<br>• generates own short texts on familiar topics (e.g. recounts, email messages, straightforward telephone messages, letters, reports, descriptions), in highly supported contexts with specific modelling of text structure and language features (e.g. word banks).<br>• connects simple sentences/statements approximating sentences with cohesive devices (e.g. and, but, then), very limited in range, typical of the spoken mode.<br>• writes with EAL/D features reflecting their acquisition of SAE and this use of inter-language is a sign of second language progress and should be sensitively supported.<br>• requires one-on-one assistance to clarify and understand when commencing writing tasks, because of gaps in EAL/D listening (up to level 5).<br>• requires extra time to process thoughts in test situations (up to Level 6). | **The student:**<br>• writes coherent texts on familiar topics (e.g. reports, longer recounts, procedures) modelled on those read with and /or by the teacher but with EAL/D features (e.g. difficulty with word order, tense usage, prepositions, plurals).<br>• writes upper primary/junior secondary texts (e.g. imaginative narrative, longer descriptive, simple film reviews and information texts) with extensive EAL/D-informed support.<br>• has uneven control of text structures such as paragraphs, sentences, syntax, cohesive devices and may conform closely to teacher model.<br>• sees themselves as writers and have success.<br>• expresses complex thoughts (e.g. explanations, arguments) but in doing so, the text may become less coherent and less accurate (a sign of language growth) and requires more on the part of the reader to comprehend intended meaning. This risk-taking is to be encouraged as it enables progress.<br>• needs strong EAL/D support (e.g. pre-task and post-task talk, modelling, joint construction). | **The student:**<br>• writes (though with support, normally given in classes) recounts, narratives, story retelling and other texts, as expected at their phase of schooling, but with EAL/D features.<br>• writes informational texts, including reports and projects (though with HL features) with clear guidance, and if reading source material is at their level of reading ability, otherwise writing may break down.<br>• writes with lack of depth because of limited control over SAE (e.g. narrow range of vocabulary, structures, and subtleties of the language).<br>• expresses complex thoughts (e.g. explanation, interpretation, evaluation, argument) but in doing so, the text may continue to be less coherent and less accurate (a sign of language growth) and require more on the part of the reader to comprehend intended meaning. This risk-taking is to be encouraged as it enables progress.<br>• self-edits routine grammatical corrections (e.g. simple past tense corrections) after teacher feedback on their drafts, but may not yet have enough language awareness about written SAE to adequately self-edit their written texts (e.g. complex clauses, cohesion). | **The student:**<br>• is a competent writer (at the level expected for their phase of schooling), though some HL features persist which will not impede meaning.<br>• can take notes and write a researched report (at the level expected at the phase of schooling) provided the task is carefully structured (e.g. specific questions to be researched; talking around the topic; drafting and redrafting); however, is likely to need more time for both the reading and writing required in order to produce their best work.<br>• writes extended drafts, given time.<br>• writes fluently, using simple and complex sentences and appropriate connectors (at the level expected of their phase of schooling) reflecting ability to organise a series of main ideas and details.<br>• uses more complex sentence structures, with occasional EAL/D features (e.g. omitted articles, inappropriate prepositions). |
| **Implications** | EAL/D students at these levels of listening, speaking, reading/viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, e.g. students who speak creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they 'should' be able to understand what is being said in the classroom. | | | | | | **Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks.** | **Students at this level need support with tasks that are culturally overloaded. They may need individual support to understand the cultural demands of tasks, and will benefit from more time for the reading and writing required in assessment tasks.** |