EAL Developmental Continuum P-10 – Archive version

Contents

[Introduction 5](#_Toc63772471)

[Acknowledgments 5](#_Toc63772472)

[Navigating the EAL Developmental Continuum P–10 6](#_Toc63772473)

[EAL and the English standards 7](#_Toc63772474)

[Lower primary years P-2 10](#_Toc63772475)

[Stage A1 – Speaking and listening 11](#_Toc63772476)

[Indicators of progress 11](#_Toc63772477)

[Stage A1 – Reading 14](#_Toc63772478)

[Indicators of progress 14](#_Toc63772479)

[Stage A1 – Writing 16](#_Toc63772480)

[Indicators of progress 16](#_Toc63772481)

[Stage A2 – Speaking and listening 18](#_Toc63772482)

[Indicators of progress 18](#_Toc63772483)

[Stage A2 – Reading 21](#_Toc63772484)

[Indicators of progress 21](#_Toc63772485)

[Stage A2 – Writing 23](#_Toc63772486)

[Indicators of progress 23](#_Toc63772487)

[Middle/Upper primary years 3 - 6 25](#_Toc63772488)

[Stage BL – Speaking and listening 26](#_Toc63772489)

[Indicators of progress 26](#_Toc63772490)

[Stage BL – Reading 29](#_Toc63772491)

[Indicators of progress 29](#_Toc63772492)

[Stage BL – Writing 31](#_Toc63772493)

[Indicators of progress 31](#_Toc63772494)

[Stage B1 – Speaking and listening 33](#_Toc63772495)

[Indicators of progress 33](#_Toc63772496)

[Stage B1 – Reading 36](#_Toc63772497)

[Indicators of progress 36](#_Toc63772498)

[Stage B1 – Writing 38](#_Toc63772499)

[Indicators of progress 38](#_Toc63772500)

[Stage B2 – Speaking and listening 40](#_Toc63772501)

[Indicators of progress 40](#_Toc63772502)

[Stage B2 – Reading 43](#_Toc63772503)

[Indicators of progress 43](#_Toc63772504)

[Stage B2 – Writing 45](#_Toc63772505)

[Indicators of progress 45](#_Toc63772506)

[Stage B3 – Speaking and listening 47](#_Toc63772507)

[Indicators of progress 47](#_Toc63772508)

[Stage B3 – Reading 50](#_Toc63772509)

[Indicators of progress 50](#_Toc63772510)

[Stage B3 – Writing 52](#_Toc63772511)

[Indicators of progress 52](#_Toc63772512)

[Secondary Years 7-10 54](#_Toc63772513)

[Stage SL – Speaking and listening 55](#_Toc63772514)

[Indicators of progress 55](#_Toc63772515)

[Stage SL – Reading 58](#_Toc63772516)

[Indicators of progress 58](#_Toc63772517)

[Stage SL – Writing 61](#_Toc63772518)

[Indicators of progress 61](#_Toc63772519)

[Stage S1 – Speaking and listening 63](#_Toc63772520)

[Indicators of progress 63](#_Toc63772521)

[Stage S1 – Reading 67](#_Toc63772522)

[Indicators of progress 67](#_Toc63772523)

[Stage S1 – Writing 69](#_Toc63772524)

[Indicators of progress 69](#_Toc63772525)

[Stage S2 – Speaking and listening 72](#_Toc63772526)

[Indicators of progress 72](#_Toc63772527)

[Stage S2 – Reading 75](#_Toc63772528)

[Indicators of progress 75](#_Toc63772529)

[Stage S2 – Writing 77](#_Toc63772530)

[Indicators of progress 77](#_Toc63772531)

[Stage S3 – Speaking and listening 79](#_Toc63772532)

[Indicators of progress 79](#_Toc63772533)

[Stage S3 – Reading 81](#_Toc63772534)

[Indicators of progress 81](#_Toc63772535)

[Stage S3 – Writing 84](#_Toc63772536)

[Indicators of progress 84](#_Toc63772537)

[Stage S4 – Speaking and listening 86](#_Toc63772538)

[Indicators of progress 86](#_Toc63772539)

[Stage S4 – Reading 88](#_Toc63772540)

[Indicators of progress 88](#_Toc63772541)

[Stage S4 – Writing 91](#_Toc63772542)

[Indicators of progress 91](#_Toc63772543)

© State of Victoria (Department of Education and Training) 2021

Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms.

*EAL Developmental Continuum – Archive version* is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms, see: [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

The licence does not apply to:

• any images, photographs, trademarks or branding, including the Victorian Government logo and the DET logo; and

• content supplied by third parties.

Copyright queries may be directed to [copyright@edumail.vic.gov.au](mailto:copyright@edumail.vic.gov.au)

# Introduction

This document archives the EAL Developmental Continuum P-10 which was current for Victorian government schools from 2009 to 2020 and supported the implementation of the *EAL Companion to VELS* and *EAL Companion to AusVELS*. Archives of these and other previous curriculum frameworks can be found on the Victorian Curriculum and Assessment Authority website. See: [Previous curricula](https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/Previous-curricula.aspx?Redirect=1)

The text and annotated student work samples included in this document were published on the Victorian Department of Education and Training’s web site from 2009 to 2020. The student work samples have been used again and re-annotated to support teachers to implement the Victorian Curriculum F-10 EAL from 2021. The Victorian Curriculum F-10 EAL is published by the Victorian Curriculum and Assessment Authority.

# Acknowledgments

The EAL Developmental Continuum P–10 was developed by a team of English as an additional language researchers led by Dr Michèle de Courcy from the University of Melbourne. Members of the team, who have considerable experience in teaching, researching and assessing EAL were:

* Ms Carmel Sandiford - Project Manager
* Professor Patrick Griffin
* Dr Michele de Courcy
* Dr Russell Cross

In developing the EAL Continuum, as well as original research, the team drew upon the following documents:

* Annandale, K. et al. (2004). First steps reading resource book: Addressing current literacy challenges. Port Melbourne: Harcourt
* Board of Studies (1996). ESL Companion to the English CSF. Carlton, Vic.: Board of Studies.
* Board of Studies (2000). ESL Companion to the English CSF: Curriculum and Standards Framework II. Carlton, Vic.: Board of Studies.
* Directorate of School Education (1996). ESL course advice. Stages B1 (Beginner) and BL (Preliterate), Middle/upper primary students, new to learning English. Melbourne: Community Information Service, Directorate of School Education.
* Griffin, P. Smith, P. G. and Martin, L. (2003). Profiles in English as a Second Language. Clifton Hill, Vic.: Robert Andersen & Associates.
* McKay, P. (1993). ESL development: Language and Literacy in Schools. Canberra: NLLIA.
* University of the State of New York, New York State Education Department and Office of Bilingual Education. (2004). The teaching of language arts to limited English Proficient English language learners: Learning standards for English as a second language. Albany, NY: New York State Education Department. Available from New York State Education Department Office of Bilingual Education (http://www.emsc.nysed.gov/biling/resource/ESL/standards.html)
* Northern Territory Department of Employment, Education and Training. (2008). Northern Territory Curriculum Framework: English as a Second Language. Darwin: Northern Territory Government. Available from Northern Territory Department of Employment, Education and Training (http://deet.nt.gov.au/education/teaching\_and\_learning/curriculum/ntcf)
* Victorian Curriculum and Assessment Authority (2005) English as a Second Language (ESL) Companion to the Victorian Essential Learning Standards. East Melbourne, Vic.: VCAA.

The Continuum was developed in consultation with the following staff from the Department: Janet Saker, Ruth Crilly, Kelly Juriansz and Daina Coles. We also wish to acknowledge the participation of EAL Regional Program Officers and teachers from the following Victorian schools, who attended the validation workshops for the profiles and standards and provided and helped to moderate some of the samples of written and oral language.

* Blackburn English Language School
* Braybrook Secondary College
* Brunswick English Language Centre
* Chandler Secondary College
* Collingwood English Language School
* Dandenong North Primary School
* Fitzroy Primary School
* Glen Waverley Primary School
* Maribyrnong Secondary College
* Maroondah Secondary College
* Mullauna Secondary College
* Noble Park English Language School
* North Melbourne Primary School
* St Albans Secondary College
* St Gabriel's Primary School Reservoir
* Werribee Secondary College
* Western English Language School
* Woodville Primary School

# Navigating the EAL Developmental Continuum P–10

The EAL Developmental Continuum P–10 will assist teachers to identify students’ current stage of English language development. This assessment can be used for reporting purposes and to plan for purposeful teaching for individuals and small groups of students with similar needs.

The EAL Developmental Continuum P–10 is structured around the Stages of the EAL Companion to AusVELS. Within this framework it provides:

* indicators of progress – detailed descriptions of how students at the end of each stage typically use and learn English
* progression profiles – 'nutshell' statements, describing how students' language typically appears at the beginning of each stage and as students progress through the stage.

## The indicators of progress

Indicators of progress are provided for each of the three modes: Speaking and listening, Reading and viewing, and Writing, in four aspects of language development:

**Texts and responses to texts**

This aspect focuses on the development of students' ability to produce and respond to spoken and written English texts used across the curriculum in the school context for social interaction.

**Cultural understandings of language use**

This aspect relates to students' understandings of how different contexts affect the way English is used and interpreted. It is particularly concerned with appropriate use of English.

**Linguistic structures and features**

This aspect is concerned with students' increasing control over the structures and features of English, from pronunciation and formation of individual sounds and letters, through word and sentence level to patterns of text structure.

**Maintaining and negotiating communication**

This aspect is concerned with the strategies students use to learn English and to learn in English.

The indicators of progress will support teachers in deepening their understanding of student growth in English through research-based descriptors of achievement. It is important to note that they do not capture all aspects of learning within a mode and students may not demonstrate all the indicators yet will still be assessed as having achieved the stage. Sometimes, an indicator will describe what learners will typically not yet be able to do at a particular stage, as well as what learners can usually be expected to have achieved.

The indicators of progress support purposeful teaching by informing teachers of the progress students should be making and the types of learning and teaching experiences appropriate for further progress to occur. In this context teachers will use the indicators of progress as part of their ongoing assessment and monitoring.

## The progression profiles

The progression profiles provide short 'nutshell' descriptions of student development at the beginning of each stage, and as students progress through the stage. The progression profiles for these points within the stages do not have indicators of progress.

## Work samples

Annotated samples of spoken and written texts are provided which illustrate the sequential and progressive nature of English as an additional language development. These samples will be helpful in deciding where on the continuum to place students. However, it must be stressed that decisions about where to place a student should be made based on ongoing assessment, and on the analysis of many language and work samples and knowledge of students' backgrounds and educational experiences.

## Using the EAL Continuum

The EAL Continuum elaborates on the ESL Companion to AusVELS and broadens teachers' understandings of the EAL standards. It is likely to be most effective when used to validate an initial assessment of a student's progress made using the EAL AusVELS standards. To use the EAL Continuum effectively, it is best read with a specific student in mind. Teachers can determine the most appropriate level of student understanding in each of the modes through an on-balance judgement and use this as the entry point into the resource.

The challenge for all teachers is to accurately identify where a student is located on the learning continuum and to design learning experiences which enable all students to make progress.

# EAL and the English standards

**The relationship between the EAL standards and the English standards**

The progress of an English as an Additional Language (EAL) student learning English should be reported against the stages of the EAL Standards rather than the levels of the English Standards.

**Who is an EAL student?**

An EAL student is generally considered to be one who:

* is learning English as a second or additional language
* is not as proficient in English as a student of the same age who has been learning only English
* exhibits English language structures and features that are typical of those in the process of learning English
* needs assistance in classroom activities because of their stage of English language development.

A student may exhibit EAL features in their production and understanding of oral and written English for a long time.

It has long been established through research by Cummins (1996) and others that an EAL student starting primary school with little or no English can take from 5–7 years to reach the same level of English as his or her age-equivalent peers. Adolescent students are generally able to make more rapid progress in language development in the initial stages than young children (see, e.g. Yates, de Courcy and Nicholas 2007) but their language will continue to exhibit EAL features and they will still benefit from EAL support for some time.

Cummins also writes about two types of competence:

* Basic Interpersonal Communicative Skills, which are usually quickly acquired, in the classroom and through interaction with peers
* Cognitive Academic Language Proficiency.

It is this latter competence which often needs to be the focus of EAL teaching at the more advanced stages, and especially in the secondary school. A student’s facility with everyday spoken English, and even their Australian accent, may lead teachers to believe they are no longer 'EAL', but this may not be the case, and the student may still need targeted teaching and support to reach the same level of academic proficiency as their peers.

**Relationship to the English standards**

Using the English Standards will not be an accurate reflection of an EAL student’s learning and can indicate that there are problems in the student’s learning progress, when in fact the student is actually making adequate progress learning English as their second or subsequent language.

As EAL students learn more English, their learning begins to correspond to the English Standards. If an assessment of an EAL student on the English Standards is within acceptable year level parameters, then it is time to start using the English Standards for assessing and reporting progress. If not, then the EAL Standards should continue to be used.

**Explaining the pathways**

The EAL Standards acknowledge the diversity in EAL students’ backgrounds and their varying points of entry to school by describing stages of EAL learning within three broad bands of schooling.

These stages describe the development of students who are literate in their first language and who have had educational experiences similar to those that would be expected for their age group.

Two additional stages are also included, to describe the initial learning of students who commence school in Australia after normal starting age, and who have little or no literacy in any language. These are:

* BL for middle/upper primary students
* SL for secondary students.

The section below describes the pathways that students are likely to take, according to the research base for the continuum.

**Years P–2**

Some EAL students commence school at usual starting age with minimal or no exposure to English and may have been born overseas or in Australia to parents from language backgrounds other than English. Others come to Australia from overseas and commence their English learning after school starting age. Some students may have started their EAL learning before arrival in Australia and may therefore be assessed on arrival at any point in the A Stages.

When a student commences school in years P–2 with little or no English, the typical path of their English language development will be as follows:

* A1 beginning
* A1 progressing towards
* A1 Standard
* A2 beginning
* A2 progressing towards
* A2 Standard.

EAL students in Year 2 may not have achieved Stage A2 by the end of Year 2. Such students should continue to have their progress measured using the EAL Continuum, moving on to the appropriate stage on the B scale.

EAL students in Years P–2 who have little prior experience with literacy or formal education in their first language may take longer to move through the A Stages than students who have had such experiences. This is likely to be particularly the case in reading and writing.

**Years 3–6**

When a student commences school in years 3–6 with little or no English, their language development would typically follow one of two pathways. The first is for students who have had age-equivalent schooling in a language other than English (Stage B1), and have some knowledge of literacy in that language, the other is for students with little or no experience of literacy in any language (Stage BL).

Students who are new arrivals who have had some school experience will typically follow this pathway:

* B1 beginning
* B1 progressing towards
* B1 Standard
* B2 beginning
* B2 progressing towards
* B2 Standard
* B3 beginning
* B3 progressing towards
* B3 Standard.

Some students who may have started their EAL learning before arrival in Australia (or who move from the A Stages as they enter Year 3) may be assessed on arrival at any point in the B Stages.

The other pathway (beginning at Stage BL) is for students who have had disrupted or no schooling and have low or no literacy in any language, even their first. When students have reached BL Standard, they will usually be assessed for some time at Stage B1 (particularly for Reading and Writing), in order to pick up the extra skills and understandings they will need, in order to be assessed as B1 Standard. Note that the indicators for BL and B1 Speaking and listening are very similar, as BL students can make quite fast progress in acquiring oral English.

Note that students moving from Stage BL Speaking and listening may move into Stage B2 Speaking and listening rather than Stage B1. In Reading and Writing the pathway is likely to be into Stage B1.

Students who have not achieved Stage B3 by the time they enter Year 7 will need to continue being assessed using the EAL VELS at the S Stages.

If they do reach B3, and begin to be assessed against the year level-appropriate Victorian Curriculum F - 10 English standard, they are likely to continue to exhibit some EAL features, and they will need extra scaffolding and support to continue to develop in English.

**Years 7–10**

Secondary EAL students enter school in Australia with a diverse range of educational backgrounds and prior experience with English. Many will be encountering English for the first time. Others will have studied English in their primary or secondary schooling in their country of origin. Some may have had no schooling in their first language. Such students may speak languages that do not have a written form. For others, it will be because they have fled their country of origin and have spent many years in refugee camps or other countries where education was not available to them. These students first need to acquire oral English and basic literacy in English and will be assessed in Stage SL before moving to Stage S1. EAL teachers report that many of these students acquire oral English very quickly, because of the different aural and memory capacities they have developed through growing up without access to the written word.

Most secondary EAL students at the higher levels on the continuum, S2 to S4, will be found in mainstream secondary classrooms.

The pathways for secondary students may be similar to those for middle and upper primary, as follows.

Students with literacy in their first language:

* S1 beginning
* S1 progressing towards
* S1 Standard
* S2 beginning
* S2 progressing towards
* S2 Standard
* S3 beginning
* S3 progressing towards
* S3 Standard
* S4 beginning
* S4 progressing towards
* S4 Standard.

Note that students moving from Stage SL Speaking and listening may move into Stage S2 Speaking and listening, rather than Stage S1. In Reading and Writing the pathway is likely to be into Stage S1.

**References**

Cummins, J. (1996). Negotiating identities: Education for empowerment in a diverse society. Ontario, CA: California Association for Bilingual Education.

Yates, L., de Courcy, M. and Nicholas, H. (2007, April) The complex mix of social and cognitive influences in the course of English language development among three age groups of Iraqi refugees. Paper presented at the conference, ‘Social and Cognitive Aspects of Second Language Learning and Teaching’, hosted by the University of Auckland, April 11-14, 2007.

# Lower primary years P-2

Lower primary EAL learners are assessed against the A1 and A2 stages of the EAL Developmental Continuum. This page highlights the critical understandings required by EAL learners in order to progress through the progression points along the developmental continuum to the standards for Stages A1 and A2.

This page contains progression profiles of student learners at the A Stages in the three modes of Speaking and listening, Reading and viewing, Writing.

Where available, work samples are provided for the modes at various progression points within Stages A1 and A2. The work samples demonstrate the supportive approaches teachers use in the teaching of EAL learners.

In these work samples EAL learners demonstrate their language proficiency through the activities they undertake with the teacher or their peers.

The work samples are provided to assist mainstream teachers and EAL specialists to plan EAL appropriate activities, implement EAL approaches and strategies in class activities, and assist teachers to make accurate judgements about EAL development. The work samples can also be used by schools as a professional learning resource to support teams of teachers to assess and moderate EAL student work.

## A Stages

### Stage A1 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **A1 beginning**  **(A1.1)** | **Students beginning to work towards the standard at A1** have very little or no oral English. They do not respond meaningfully to English. They will join in activities, watching and copying what other students do in the classroom but may not speak. They may spontaneously repeat words or phrases without understanding their meaning. They may not speak in the classroom except to same language peers. |
| **A1 progressing towards**  **(A1.2)** | **Students progressing towards the standard at A1** are settling into situations where English is the dominant language. They begin to understand that communication with teachers and peers needs to be conducted in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English. |
| **A1 Standard**  **(A1.3)** | **At Stage A1**, students communicate in basic English in routine, familiar, social and classroom situations. They follow and give simple instructions, exchange basic personal information and negotiate well-known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others, and to the context. They use simple learned formulas and patterns and create original utterances by substituting words. Their utterances are characterised by a short ‘telegraphic’ structure, simple subject/verb/object construction and overgeneralisation of rules. They use some basic communication and learning strategies to participate in and sustain interaction in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as pictures to help them communicate. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English.

**Stage A1: Texts and responses to texts**

**At the end of Stage A1, students can routinely use spoken English to do the following things:**

**Receptive**

* display attentive listening behaviour, i.e. sit on floor and listen for sustained periods with some visual support
* follow simple instructions in familiar school routines, relying on key words, non-verbal language and context
* respond appropriately with simple non-verbal language to comments, or indicate non-comprehension, e.g. smile when greeted, shake or nod head
* participate in simple, familiar songs, rhymes and chants
* check on understanding of simple, familiar instructions and routines, e.g. T: It’s playtime. S: Go outside?
* identify single items of information from short spoken texts, pictures or diagrams in a known context, e.g. number, colour, name, ‘Point to the three little pigs.’

**Productive**

* give some basic personal information, using learned formulas or brief answers, e.g. My name is ..., I’m a boy/girl ...
* expand on basic personal information when prompted, supported and given adequate time
* make simple requests or express basic needs using learned sentence patterns or 2–3 word utterances, e.g. May I have a drink, please?, It’s home time, Go now?
* use learnt phrases in play, e.g. give me, stop it, I don’t like
* usually respond to questions with a single word or phrase, but can make longer utterances by substituting words in known sentence patterns
* negotiate simple social or learning activities by suggesting, initiating or directing, e.g. Play football? Stop that!

**Stage A1: Cultural conventions of language use**

**At the end of Stage A1, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* distinguish English from other languages, e.g. on hearing English, respond in English
* tune in to the particular sounds of English, e.g. recognise rhyming words in a listening game, respond to known words in texts
* recognise that some particular words, gestures or intonations may be appropriate or inappropriate in certain contexts

**Productive**

* use acceptable social formulas and gestures and interact appropriately in context, e.g. thank you, excuse me, please
* recognise that conversation breakdown is not acceptable and repeat, re-pronounce or self-correct words in order to help the other person understand
* can tell when a response is required and attempt to respond either non-verbally or using known words
* can appear to be interacting appropriately by copying the actions of other students.

**Stage A1: Linguistic structures and features**

**At the end of Stage A1, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* understand gender in common pronouns and possessive adjectives
* respond to key words in a range of common spoken instructions, e.g. Shut the door
* understand the tense of statements or instructions, mostly through time references, e.g. We went yesterday, Tomorrow we will go, Now we can eat lunch
* have difficulty understanding discussions between teacher and learners at native speaker speed

**Productive**

* create original utterances by substituting new words in learned patterns or formulas, e.g. It’s home time. It’s go time.
* use words from word sets related to need, interest or experience, e.g. family, school, colours, numbers, days, months
* use single word or phrase response to questions, e.g. Yes, No, I don’t know
* use a range of formulas appropriately for different purposes and functions, e.g. What’s the time? Oh, no! Very good!
* construct simple subject-verb-object sentences, largely using present tense, e.g. We buy house
* demonstrate variable placement of common adjectives to describe or add emphasis, e.g. big truck, car blue
* use some grammatical patterns to create new meanings, e.g. played, eated, goed; to the farm, to the Australia.
* use intonation to enhance meaning or to distinguish statements from questions
* use comprehensible pronunciation
* speak with breakdowns in fluency and meaning due to limited English resources
* express negation using ‘no’ or ‘not’ e.g. I no like vegetable, I not go
* use 'telegraphic' speech patterns, where function words may be omitted or not used correctly, e.g. 'Me go to shopping and buyed many thing.’

**Stage A1: Maintaining and negotiating communication**

**At the end of Stage A1, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* listen to a sustained text, focusing on visual support, e.g. instructions and demonstrations about an art activity
* question to check meaning, to clarify, or to confirm, e.g. T: Stick it in your book, S: language book?
* check understanding of classroom conversations or instructions by asking other first language speakers to clarify
* use strategies such as watching and listening to what other students are doing, following them, watching the teacher’s face

**Productive**

* ask for attention or assistance from the teacher or a friend, e.g. check understanding, ask for repetition
* use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture
* substitute words or manipulate learned formulas to create new phrases e.g. in chants
* borrow key words from previous speaker, e.g. Child 1: Do you want to play chasey? Child 2: Yeah, play chasey
* imitate pronunciation, stress and intonation patterns, e.g. from stories, songs, rhymes, media
* rehearse or role play using formulas or short exchanges, e.g. from popular stories or songs; ‘Little pig, little pig let me in.’
* provide the initial context for a conversation and then rely on another speaker to provide appropriate words in English, e.g. read with the teacher, interact through gestures, facial expressions, point to illustrations, repeat words.

### Stage A1 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **A1 beginning**  **(A1.1)** | **Students beginning to work towards the standard at A1** do not seem to recognise English print. They may recognise their own language, if it has a written form, and may recognise that English print is different from their own language. They show little interest in environmental print and books and have a very limited attention span during shared reading activities. |
| **A1 progressing towards**  **(A1.2)** | **Students progressing towards the standard at A1** show interest in print and recognise some environmental print including their name. They can recognise and name some letters. They watch and listen as texts are read aloud to them but may not join in. They rely on peer or teacher support to complete structured activities. They show an interest in books and focus on illustrations. They demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures. |
| **A1 Standard**  **(A1.3)** | **At Stage A1**, students read and engage with a wide range of short, simple repetitive texts, including shared recounts, fictional and everyday texts. They read some familiar words, phrases, logos, numbers, and signs in context. They complete simple, structured activities such as sequencing sentences and pictures. They show early understanding that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds some letters and letter groups commonly make. They recognise some basic features of texts, including text and page directionality, and understand the function of titles and illustrations. They handle books appropriately. When listening to texts read aloud, they listen for key words and for repetition of words and phrases. They focus on illustrations and other non-print features that assist them to understand texts. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage A1: Texts and responses to texts**

**At the end of Stage A1, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* read short, learned texts, e.g. simple rhymes, songs, repetitive texts
* read some environmental print and familiar words in context, e.g. recognise names, some letters, some common signs and logos, numbers
* read their own writing, or a simple text written by the teacher, e.g. about a shared experience
* join in with shared reading activities e.g. whole class reading of repetitive Big Book
* complete simple activities based around texts, e.g. sequence pictures to retell story, dramatise a story, paint or draw characters,
* adopt teacher’s intonation patterns when reading familiar texts
* show a personal response to a text, e.g. look at or read a book in own time, role-play, draw a picture
* recognise some familiar vocabulary, mainly content words in supported context, e.g. shared reading
* follow simple written texts that are read to them
* identify characters in a narrative
* draw pictures of the stages of a narrative; match pictures and words of a procedure
* concentrate during group reading activities
* understand some main ideas in a simple story read aloud, supported by visuals.

**Stage A1: Cultural conventions of language use**

**At the end of Stage A1, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* show awareness that written and visual texts are created to share a message
* can recognise that environmental print is significant, e.g. asks the teacher to read a sign
* identify whether a text tells a story or gives information
* understand that print contains a consistent message, e.g. indicates when the ending of a well-known story varies
* identify reading purposes of texts, e.g. enjoyment, information
* choose books to look at or read independently.

**Stage A1: Linguistic structures and features**

**At the end of Stage A1, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* are able to distinguish Roman script from non-Roman script
* recognise the function of capital letters and full stops, e.g. count sentences
* show awareness of basic conventions of print in English, e.g. follow text with finger from left to right and from the top to the bottom of the page
* show awareness that words are separated by spaces, e.g. by pointing to words, counting words
* understand and use the metalanguage for some basic conventions of book layout and aspects of reading, e.g. word, letter, page, title, cover
* recognise and name some letters of the alphabet
* identify common letters in different words consistently, e.g. point to all the ‘t’s in a sentence
* relate some letters of the alphabet to sounds, e.g. relate some non-consonants to their usual/common sounds
* identify some sounds in words
* recognise some common letters and letter patterns in words, e.g. refer to charts, books
* identify repetitive word or letter patterns in sentences and phrases
* recognise some familiar personally significant words in context, e.g. own name, peers’ names, ‘today is’
* match words to sentence in a known text
* match familiar words or simple sentences with pictures.

**Stage A1: Maintaining and negotiating communication**

**At the end of Stage A1, students may use the following strategies to assist them to read and comprehend texts:**

* use illustrations to discern the story line of a text
* use illustrations to predict individual words in texts about familiar topics
* read with or slightly after the teacher, e.g. join in the familiar part of a story
* focus on reading repetitive words or phrases in known texts
* listen for key words in a shared reading text, e.g. names of characters
* memorise a familiar or favourite part of a text
* practise by re-reading their favourite texts
* choose texts to read that are familiar or well supported by illustrations
* attempt to decode known and unknown words using initial sounds and other early decoding skills
* focus on meaning of content words (particularly nouns and verbs) associated with accompanying pictures or words pointed to by teacher,
* tend to ignore meaning carried by structural words such as the, and, as, in, of and other language not pointed out or supported by illustrations
* show comprehension through appropriate contextual activities, e.g. sequencing pictures
* use simple dictionaries and word charts.

### Stage A1 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **A1 beginning**  **(A1.1)** | **Students beginning to work towards the standard at A1** do not recognise English print and may show little interest in writing. They draw pictures to communicate meaning and may discuss their pictures using labels or a simple phrase. Depending on their prior experiences, they may have difficulty with the mechanics of writing, for example, they might not be used to holding pencils or crayons and making ‘marks’ on the page. |
| **A1 progressing towards**  **(A1.2)** | **Students progressing towards the standard at A1** use drawing as a means of expression. They attempt to copy writing from other sources, for example environmental print, other students, the teacher’s model. They will observe shared writing tasks, watching as the teacher writes but most likely will not contribute because of their limited English. Concentration during shared writing tasks might be limited. They talk about their writing and pictures drawing on their oral English language and may use their first language with same language peers or bilingual teacher. Students from script-different backgrounds will need more time to develop the directional concepts of left to right and top to bottom when writing. |
| **A1 Standard**  **(A1.3)** | **At Stage A1**, students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing, showing evidence of a developing understanding about the writing process. They contribute to shared writing activities. They demonstrate an early awareness that written texts in English are presented through conventions which change according to context and purpose. They write and draw for a particular audience, and, with support, produce simple descriptions, recounts, and procedures. Students’ writing reflects their oral structures, and they link ideas using basic conjunctions. They show awareness of the need for basic punctuation. They demonstrate knowledge of some sound–letter relationships and show evidence of some basic planning. They model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists. They form letters and place text appropriately on the page. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on the control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage A1: Texts and responses to texts**

**At the end of Stage A1, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* write a simple text that fulfils a function, e.g. simple description, recount, procedure
* draw to illustrate a simple text, e.g. to relate an ongoing activity, to give additional information, to retell a simple story
* contribute ideas, words or sentences to a class or group shared story
* write well-known symbols, words, phrases or short texts, e.g. Today is Monday
* complete simple repetitive modelled sentences, e.g. I like …; I went to …; Today is …
* reread their own texts, or sentences scribed by another
* choose a topic to write or draw about
* write or complete simple sentences from own experience
* write a caption or label for an illustration.

**Stage A1: Cultural conventions of language use**

**At the end of Stage A1, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* show awareness that English writing consists of words formed by letters, and sentences made up of words, e.g. leave spaces between groups of letters or between words
* use some conventions for printed English, e.g. left to right, top to bottom, copied letters are identifiable
* respond to the terms writing and drawing appropriately
* understand some terminology of writing, e.g. word, letter, sentence, space, full stop
* expect words to have consistent spellings, e.g. copy words carefully, ask how to spell a word, or ask for a word to be written so they can copy it
* show evidence of layout or planning in writing, e.g. place text appropriately on a page, leave space for a drawing
* take particular care with handwriting, drawing, or choosing materials when writing for special purposes, e.g. ‘publishing’ a story, making a birthday card
* use appropriate size, spacing and letter formation.

**Stage A1: Linguistic structures and features**

**At the end of Stage A1, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* write sentences or phrases that reflect their oral structures, e.g. go to school, go home, come from
* dictate sentences or phrases that reflect their oral structures, e.g. go to school, go home, come from
* label drawings of everyday personal activities using language learnt in the classroom, e.g. live here, play, study
* write ‘run-on sentences’, e.g. at school we work and at school we play
* dictate ‘run-on sentences’, e.g. at school we work and at school we play …
* demonstrate awareness of some sound-letter relationships, e.g. represent words by initial letter, or several letters, such as 'bk' for book
* write some words using correct spelling
* spell with accuracy some CVC words (consonant-vowel-consonant) and common words learned in the classroom
* consistently write the same letters and numbers the same way
* understand the difference between upper and lower case letters
* begin to include/experiment with some familiar punctuation, e.g. full stops, capital letters.

**Stage A1: Maintaining and negotiating communication**

**At the end of Stage A1, students may use the following strategies to assist them to write texts:**

* use illustrations to provide more detail to a written text
* use illustrations as a prompt for a scribe to write for them
* use words copied from various sources, e.g. labels, signs, word lists
* use invented spelling which draws heavily on phonetic strategies or based on own pronunciation
* dictate sentences about a drawing or an experience for others to write
* write the same very simple texts repeatedly
* practise correct formation of letters
* ask for a word to be written so it can be copied
* copy words, phrases or sentences accurately
* use basic keyboard skills to write personally significant words and simple modelled sentences, e.g. own name, ‘I went to the park'
* begin to experiment and attach meaning to their writing.

### Stage A2 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **A2 beginning**  **(A2.1)** | **Students beginning to work towards the standard at A2** communicate effectively in English, using simple sentences and learned formulae. They take part in everyday activities and routines, relying heavily on a supportive teacher or peer. They can use some appropriate terms when requested, relying on non-verbals to indicate level of politeness in other pragmatic events. They use comprehensible pronunciation, stress and intonation. They can join in well-rehearsed and well-known songs, by following peers and/or teacher. |
| **A2 progressing towards**  **(A2.2)** | **Students progressing towards the standard at A2** can participate in routine exchanges like greetings and simple classroom routines without great difficulty. Discussions between teacher and learners at native speaker speed are still too difficult for them to participate in. They are able to generate own language beyond formulae and two word utterances. They will use approximations of structures as they test hypotheses. |
| **A2 Standard**  **(A2.3)** | **At Stage A2**, students communicate in an expanding range of predictable social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, appropriate pace of delivery, and discussion which links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audience and topic. They combine known conversational formulas and vocabulary, including features of texts read in class, and apply some grammatical rules to make original utterances, of varying grammatical accuracy. They sustain communication by negotiating turn-taking, and by using strategies such as asking a speaker to repeat or to speak slowly or asking what a word means. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English.

**Stage A2: Texts and responses to texts**

**At the end of Stage A2, students can routinely use spoken English to do the following things:**

**Receptive**

* follow a classroom discussion about familiar topics or new topics that are well supported by visual material
* follow a short sequence of instructions related to classroom procedures or learning activities, e.g. book borrowing procedures, rules for using the class computer, order information from a short, spoken text using pictures
* listen to a story then retell or sequence using pictures
* identify key points of information from short spoken texts with reduced visual support, e.g. the day the excursion will take place
* understand key information from viewing a range of media, e.g. computer programs, TV, DVDs
* demonstrate active listening

**Productive**

* talk about class topics in class discussions
* negotiate simple transactions, e.g. at the school canteen
* participate in short, structured social interactions, e.g. exchanging basic information about family, school
* negotiate activities with peers in small group tasks, e.g. suggesting, agreeing, disagreeing, clarifying
* speak in front of a group on a familiar topic, e.g. sharing, recounting personal experience
* describe a series of events or actions
* express ideas, humour, simple opinions and describe feelings, e.g. I am very happy
* participate in discussions between teacher and learners, but still have some difficulty with discussions at native speed, or with idiomatic or figurative language.

**Stage A2: Cultural conventions of language use**

**At the end of Stage A2, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* identify a number of spoken text types and forms, e.g. stories, poems, plays
* understand instructions or explanations, when supported by clear contexts in the classroom
* understand that intonation, volume or stress affects spoken interaction, e.g. modify own pronunciation appropriately

**Productive**

* adjust speech according to audience and purpose, e.g. giving a talk, speaking to a friend, adult etc, giving an apology
* negotiate familiar social and learning situations, using language appropriate to the situation, e.g. explaining a problem to a teacher, negotiating the rules of a game with a friend, participating in a class discussion, describing an object
* initiate and manage interaction through conversational formulas, e.g. Oh no? Very lucky! ‘Oh sorry, I don’t know where is the book. I lost it’
* use modality to express possibility or obligation, e.g. must, should, might.

**Stage A2: Linguistic structures and features**

**At the end of Stage A2, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* understand common sequence markers in speech, e.g. first, next, then
* understand phrases of place or location, e.g. over here, next to the chair
* recognise questions or statements through word order and vocabulary as well as through intonation, e.g. Do you ...? Can anybody ...? Anybody can ...
* understand some common phrases in both their full and contracted forms, e.g. I’m/I am You’re/you are

**Productive**

* combine known formulas, structures and other vocabulary to communicate, e.g. Yesterday I went to the swim
* apply some grammatical rules, but may overgeneralise for irregular forms, e.g. formation of plurals (mouses); past tenses (swimmed, buyed)
* use common prepositions, e.g. in, at, on, near
* use appropriate verb and noun endings with some consistency, e.g. -ing, -ed, -s
* use correctly some forms of the verbs to be, to have, e.g. Her name is Maria.
* express simple negation correctly, e.g. don’t, can’t
* regularly use appropriate pronouns, e.g. I/me/he/him/she/he/it
* regularly use appropriate possessive pronouns, e.g. his, her, its, our, their, my
* use sequence markers to link ideas. e.g. next, and then, after that
* use how, when, where, why, who question forms.

**Stage A2: Maintaining and negotiating communication**

**At the end of Stage A2, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* ask a speaker to repeat or speak slowly, e.g. Say again, please
* predict meaning from context, e.g. of an unknown word in a conversation
* ask what a word means, e.g. I don’t understand. What’s ‘fete’?
* ask for the translation of specific words from other first language speakers

**Productive**

* initiate and maintain simple conversations, incorporating courtesy formulas, e.g. for turn taking, leave taking
* repeat or modify a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others
* use communicative strategies, for example the use of intonation or gesture, to enhance meaning
* use a repertoire of common classroom formulas, e.g. Just a minute, Give me hand, Be quiet, please, Can I have a brush, please?
* use vocabulary learned from written texts in speech.

### Stage A2 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **A2 beginning**  **(A2.1)** | **Students beginning to work towards the standard at A2** can follow and read short, simple texts along with the teacher and class in shared reading activities. They recognize some words in English and make some attempts to read unknown words using initial sounds. They are mostly reliant on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their developing English proficiency. |
| **A2 progressing towards**  **(A2.2)** | **Students progressing towards the standard at A2** are beginning to rely less on teacher support when reading individually but still benefit from reading well known texts about familiar topics with support from the teacher. They recognize some common genres and their features. They are able to identify key information in a text with some support from the teacher but comprehension of unfamiliar topics will be more limited. They begin to recognize that information can be represented in visual forms. They are beginning to apply their developing reading skills with more confidence and independence. |
| **A2 Standard**  **(A2.3)** | **At Stage A2,** students read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read and viewed in class. With support, they read a range of topic-related classroom texts. They can read well known texts with some fluency. They read back their own writing or sentences scribed by another. They use texts purposefully, following simple procedural texts, and finding basic information in texts. They discuss simply the events in texts and characters’ feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They use their developing knowledge of context, letter-sound relationships, word patterns and text structure to read familiar texts and simple unfamiliar texts. They interpret simple diagrams and identify the layout of a range of text types. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage A2: Texts and responses to texts**

**At the end of Stage A2, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* read a range of topic related classroom texts with support
* read well-known words or phrases in new contexts, e.g. Tuesday, Once upon a time
* demonstrate understanding of new texts, and respond, e.g. read along with repetitive sections, predict
* consistently read back own writing or sentences scribed by another
* participate in simple group activities based on shared texts
* ask questions, retell and talk about texts read and viewed in class, or give factual information from texts read and viewed in class, e.g. can tell who does what and why
* recall factual information from texts read and viewed in class
* retell main events in sequence with guidance and prompts from teacher
* express opinions about the actions of key characters
* understand main ideas and recognise characters in a well illustrated story read aloud
* obtain information from simple diagrams or graphs
* respond to texts through art, drama, movement and music
* talk about features of a story or poem that have personal appeal, e.g. fantasy elements, favourite characters, interesting words/phrases
* identify features of a range of text types, e.g. recount, report, procedure, narrative
* read well known texts with some fluency, e.g. appropriate pauses and intonation
* modify intonation when reading to differentiate questions, exclamations or dialogue.

**Stage A2: Cultural conventions of language use**

**At the end of Stage A2, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* identify the basic purpose of a new text
* identify texts as factual or fictional and make comparisons, e.g. using topic, content, layout, illustrations
* identify stories, lists, poems or songs when reading or listening to text read aloud
* use texts purposefully, e.g. follow simple procedural texts, find basic information in texts, locate specific information from a known text, use a simple contents page and index to locate information
* relate something learned from a text to own experience, e.g. by commenting or by identifying with the characters in a story
* choose books to read that are appropriate and of interest.

**Stage A2: Linguistic structures and features**

**At the end of Stage A2, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* sequence a familiar text, e.g. narrative, recount, procedure, explanation
* read frequently heard phrases fluently, e.g. ‘and then’, ‘and he said’
* recognise familiar words in different contexts
* sequence words or phrases in a familiar sentence
* match a range of familiar spoken words with written words
* recognise and name all letters of the alphabet
* relate most letters of the alphabet to sounds
* recognise some common syllables and patterns within words, e.g. in, on, ing
* recognise some common prefixes and suffixes and how they change the meaning of words, e.g. un, -er
* recognise rhyming words
* recognise beginning, middle or final sounds in words
* recognise the difference between upper and lower case letters
* demonstrate that full stops and question marks break up text, e.g. pause appropriately when reading.

**Stage A2: Maintaining and negotiating communication**

**At the end of Stage A2, students may use the following strategies to assist them to read and comprehend texts:**

* draw upon experiences and oral repertoire to anticipate words or phrases
* choose books that are appropriate and interesting by looking at cover, illustrations or amount of text
* re-read well-known books and texts
* sub-vocalise when reading silently
* use picture cues when reading, e.g. pictures in narratives or in information texts
* use a range of cues when reading, i.e. meaning, visual, structure
* use developing knowledge of the patterns of English to predict some words or phrases
* use knowledge of letters and sounds to read a new word or locate key words
* read, modelling rhythm, intonation and pronunciation on the example of other readers
* find words in a dictionary or from class word lists.

### Stage A2 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **A2 beginning**  **(A2.1)** | **Students beginning to work towards the standard at A2** are beginning to write their own very short, simple texts. They write with less need for teacher transcription as they develop an ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. Their attempts at spelling draw heavily on phonetic strategies. |
| **A2 progressing towards**  **(A2.2)** | **Students progressing towards A2** are becoming more aware of audience and purpose, but still require significant teacher support and modelling and environmental print. They are beginning to write texts about familiar topics and experiences which include related ideas. They can develop a simple plan for writing using pictures or drawings. They use invented spelling and write some words spelt conventionally from a known spelling vocabulary. |
| **A2 Standard**  **(A2.3)** | **At Stage A2**, students communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They attempt to spell new words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find how to write new words. They write letters legibly and make some changes to their texts when editing. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on the control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage A2: Texts and responses to texts**

**At the end of Stage A2, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* write simply for a variety of authentic purposes related to classroom topics, using known and modelled structures and features, e.g. a personal recount, simple description
* initiate writing for own particular purposes, e.g. label drawings, make a birthday card, write a recount about a recent experience
* write for a ‘real task’, e.g. make a list, write a letter, write a story at home
* write beyond the immediate environment and beyond known language only if patterning and modelling has been provided by the teacher
* use vocabulary, modelled writing or ideas from texts read or viewed in class in own writing or drawing.

**Stage A2: Cultural conventions of language use**

**At the end of Stage A2, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* use a variety of simple text structures, e.g. a title, an opening, ending, caption
* write, using a text type appropriate to the purpose, e.g. a story, a list, a procedure, a report
* describe the purpose of a text, e.g. to inform, to describe an event, to tell a story
* demonstrate an understanding that written texts usually need to be planned, edited and presented
* use a range of writing implements and writing styles for different purposes, e.g. work for display, first draft on a computer, making a poster
* use size of writing, colour, layout and choice of media to help transmit messages, e.g. making a sign or a poster.

**Stage A2: Linguistic structures and features**

**At the end of Stage A2, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* write, reflecting spoken English in vocabulary and structure
* write sentences based on simple repetitive, modelled patterns, e.g. I went …
* write simple sentences and begin to rely less on copying
* use some common imperatives appropriately, e.g. draw, cut, stop, run, Mix the …, Cook the ..
* use some common irregular past tense verbs correctly, e.g. went, saw
* use a mixture of tenses within one text
* link sentences using common conjunctions and connectives, e.g. but, after, when
* use small range of reference items, e.g. definite article and pronouns, with some accuracy in short written texts, e.g. Once there was a monster. The monster was hungry. It eats my lunch
* spell high frequency words correctly appropriate to year level
* attempt to spell unknown words
* use some punctuation consistently, e.g. full stops, question marks, commas
* demonstrate that a sentence starts with a capital letter and ends with a full stop
* use upper and lower case letters appropriately
* write legibly.

**Stage A2: Maintaining and negotiating communication**

**At the end of Stage A2, students may use the following strategies to assist them to write texts:**

* use pictures, drawings or graphic organisers to develop a simple plan for writing
* use a simple framework to write a particular text type, e.g. a recipe, a report
* begin simple editing and redrafting of their writing
* read own writing aloud to check meaning
* model writing on other texts, e.g. use words, phrases or sentence patterns from a teacher model or favourite story
* write repetitive patterns to produce longer texts, e.g. I like ..., and I like ...
* create and use a bank of known words appropriate to year level in own writing
* ask how to write new words
* attempt to spell new words, based on known spelling patterns and base words, e.g. walk, walked, walking
* use sound or visual features of words to attempt own spelling, e.g. vae/very, ar/are, perpl/purple
* use a range of resources to find words or phrases needed for own writing or to check spelling, e.g. simple dictionaries, vocabulary lists, modelled texts, familiar books and environmental print

# Middle/Upper primary years 3 - 6

Middle and upper primary EAL learners are assessed against the BL, B1, B2 and B3 stages of the EAL Developmental Continuum. This page highlights the critical understandings required by EAL learners in order to progress through the progression points along the developmental continuum to the standards for Stages BL, B1, B2 and B3.

This page contains progression profiles of student learners at the B Stages in the three modes of Speaking & listening, Reading & viewing and Writing.

Where available, work samples are provided for the modes at various progression points within Stages BL, B1, B2 and B3. The work samples demonstrate the supportive approaches teachers use in the teaching of EAL learners. In these work samples EAL learners demonstrate their language proficiency through the activities they undertake with the teacher or their peers.

The work samples are provided to assist mainstream teachers and EAL specialists to plan EAL appropriate activities, implement EAL approaches and strategies in class activities, and assist teachers to make accurate judgements about EAL development.

The work samples can also be used by schools as a professional learning resource to support teams of teachers to assess and moderate EAL student work.

## B Stages

### Stage BL – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **BL beginning**  **(B0.1)** | **Students beginning to work towards the standard at BL** have very little or no oral English. They do not respond meaningfully to English. They will join in activities, watching and copying what other students do in the classroom but may not speak. They may spontaneously repeat words or phrases without understanding their meaning. They may not speak in the classroom except to same language peers. They may initially attempt to communicate with the teacher using their own language. They are likely to listen to extended texts in English with visual support. |
| **BL progressing towards**  **(B0.2)** | **Students progressing towards the standard at BL** are settling into situations where English is the dominant language. They begin to understand that communication with teachers and peers needs to be conducted in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom, where the teacher adapts spoken texts to assist the students. Through their first language experiences, they understand that different forms of language and levels of politeness are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English. |
| **BL Standard**  **(B0.3)** | **At Stage BL**, students communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures. They learn through English, well supported by context. They contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others. Students’ English is characterised by varying grammatical accuracy, a short ‘telegraphic’ structure, simple subject/verb/object construction and overgeneralisation of rules. They use common adjectives to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or the media. Students’ pronunciation, stress and intonation are comprehensible, but carry elements of first language pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English.

**Stage BL: Texts and responses to texts**

**At the end of Stage BL, students can routinely use spoken English to do the following things:**

**Receptive**

* identify basic items of information from short spoken texts, e.g. known vocabulary (identifying animal names, colours), time markers
* attend to tone, intonation and context when listening, e.g. differentiating between questions, instructions and statements
* follow simple instructions and understand simple, predictable questions
* respond appropriately verbally or non verbally when spoken to, e.g. indicate agreement/non-agreement

**Productive**

* make simple requests/express needs using actions, single words and short phrases, e.g. go toilet? This my pencil? Drink?
* give some basic information about self using short formulaic or single word responses, e.g. name, age, family details, likes/dislikes
* use intonation to enhance the meaning of simple utterances, e.g. my pen?/my pen!/my pen
* negotiate familiar social situations and learning activities with the teacher or with friends, by initiating, suggesting, agreeing, disagreeing, requesting assistance
* enhance own spoken texts with appropriate gestures and facial expression
* when talking about pictures, identify basic items of information, e.g. known vocabulary (names of people or animals in the picture, single words for how they are feeling, colours, sizes).

**Stage BL: Cultural conventions of language use**

**At the end of Stage BL, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* follow simple instructions by relying on key words and immediate context, e.g. line up, stand up, sit down
* respond to context and intonation, e.g. know when a conversation is serious or humorous
* know when it is appropriate to speak or to listen during class interactions
* begin to recognise word patterns/rhyming words

**Productive**

* initiate social interactions and use appropriate social expressions, e.g. please, thank you, may I play?
* use acceptable social formulas, e.g. know that some words, gestures or intonation are inappropriate in certain contexts
* interact appropriately in context, e.g. continue an interaction in the same manner as begun by the other speaker
* use intonation appropriately to assist meaning.

**Stage BL: Linguistic structures and features**

**At the end of Stage BL, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* distinguish spoken English from other languages, e.g. on hearing English, attempt to respond using basic English
* understand simple past, present and future tense in context, e.g. ‘yesterday we went’, ‘now we can eat lunch’, ‘tomorrow we will go’
* respond to key words in a range of common spoken instructions, e.g. Shut the door.

**Productive**

* construct two or three word utterances with the support of actions, gestures or visuals, e.g. ‘shut door’
* express needs using learned word patterns, e.g. ‘go toilet’, ‘me eat’, ‘me drink’
* create original expressions, substituting new words in learned patterns or formulas, e.g. 'It's time to go football.' 'It's time go eat.'
* use comprehensible pronunciation
* use a range of formulas for appropriate purposes, e.g. What’s the time? Oh, no! Very good! Excellent work
* use common adjectives, e.g. beautiful, sad, happy, angry
* use common adverbs, e.g. slowly, very, yesterday
* express negation through use of no, not, e.g. No hot today, Not me.

**Stage BL: Maintaining and negotiating communication**

**At the end of Stage BL, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* demonstrate active listening, attending to tone, intonation and visual stimuli
* tune in to particular sounds of English and to English intonation, e.g. recognise rhyming words (play, stay) and emotions expressed through intonation (happy, angry)
* ask for repetition, or question to check meaning, to clarify, to confirm or to elicit help
* use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture
* check understanding of classroom English, e.g. ask for clarification from other first language speakers or by watching what others do

**Productive**

* repeat or re-pronounce words or phrases after recognising they have not been understood
* imitate pronunciation, stress, intonation or familiar repetitive patterns, e.g. stories, songs, rhymes, the media
* borrow key words from previous speaker, e.g. T: ‘Don’t be silly Tim’, S: ‘Tim silly’
* memorise new words and phrases
* rely on other speakers to scaffold the conversation, to interpret, to clarify or to elaborate.

### Stage BL – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **BL beginning**  **(B0.1)** | **Students beginning to work towards the standard at BL** are new to English and new to literacy. They may have little or no experience of formal learning and do not have literacy strategies already acquired through developing literacy in a first language. They will be able to draw on general learning skills and strategies that they have used to function effectively in their own communities, for example observing, memorising, classifying. They may be reluctant to participate in reading activities. They may recognise their own language in writing, if it has a written form, and may recognise that English print is different from their own language. |
| **BL progressing towards**  **(B0.2)** | **Students progressing towards the standard at BL** show interest in print and recognise some environmental print including their name. They can recognise and name some letters. They watch and listen as texts are read aloud to them but may not join in. They rely on peer or teacher support to complete structured activities. They show an interest in books and focus on illustrations. They demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures. They are starting to build a bank of English words they recognise, such as environmental print. They read some short, familiar texts that have been well-introduced in class. |
| **BL Standard**  **(B0.3)** | **At Stage BL**, students read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them. They retell a simple familiar story and sequence a simple familiar process with sentences and pictures. They show early understanding that texts are written for a variety of purposes. They show beginning understanding of the sound/symbol relationships of English. They read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-print features when reading. They use word lists and personal dictionaries to assist them to read new words. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage BL: Texts and responses to texts**

**At the end of Stage BL, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* read simple, familiar texts with assistance, e.g. The book is red. The book is green
* read some environmental print, e.g. words, signs, letters, numbers
* read own writing or text written by a teacher
* gain information from simple illustrations with teacher direction and support
* read some familiar words in different contexts, e.g. recognise a friend’s name on a birthday calendar
* read a short text learned independently, e.g. rhyme, song, repetitive texts
* join in with key repetitive phrases or choruses in shared reading activities
* complete activities around class texts, e.g. sequence pictures in order
* respond to and engage in an increasing range of texts about familiar and new content, e.g. enjoyment, through drawing.

**Stage BL: Cultural conventions of language use**

**At the end of Stage BL, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* show awareness that texts (books, illustrations, class writing etc.) carry meaning e.g. weekend diary writing
* understand that printed words contain a consistent message
* begin to understand the information that is given in titles and headings, and that illustrations and diagrams also provide information
* identify a familiar text that tells a story or gives information, e.g. diary writing vs. traditional tales
* show awareness of the purpose of some environmental print, e.g. classroom charts, stop signs
* recognise some personally significant words in context e.g. names
* show an interest in books, focusing on illustrations
* show an interest in borrowing books
* need explicit instruction and more time to make links between letters and sounds
* handle and look after books appropriately.

**Stage BL: Linguistic structures and features**

**At the end of Stage BL, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* are able to distinguish Roman script from non-Roman script
* show reading like behaviour, e.g. tracking with finger, turn pages
* show awareness of directionality of reading in English
* show awareness that words are separated by spaces, e.g. count words, point to words while reading
* recognise and name some letters of the alphabet
* relate some letters and letter groups to sounds
* identify common letters consistently, e.g. point to all the ‘t’s in a sentence
* understand some basic conventions of book layout, e.g. the role of illustrations, titles, headings, diagrams
* recognise some common words or phrases, e.g. from charts, labels, books
* locate a word beginning with a particular letter
* recognise the function of capital letters and full stops, e.g. count sentences
* distinguish between text and illustrations.

**Stage BL: Maintaining and negotiating communication**

**At the end of Stage BL, students may use the following strategies to assist them to read and comprehend texts:**

* select suitable books to read, e.g. on basis of familiar English content, illustrations, size, amount of print and layout
* use key words to understand texts read or listened to
* use text organisational features to find some information in texts, e.g. headings, labels, diagrams, contents, etc. with teacher support
* re-read familiar texts to increase accuracy and fluency and to enhance understanding
* use some word attack skills to decode, e.g. initial letters, common letter patterns
* build a sight vocab which draws on words of interest, topic words etc.
* attempt to self correct.

### Stage BL – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **BL beginning**  **(B0.1)** | **Students beginning to work towards the standard at BL** are new to English and new to literacy. They may have little or no experience of formal learning and do not have literacy strategies already acquired through developing literacy in a first language. They will be able to draw on general learning skills and strategies that they have used to function effectively in their own communities, for example observing, memorising, classifying. They may be reluctant to participate in writing activities and may not understand their purpose. Depending on their prior experiences, they may have difficulty with the mechanics of writing, for example, they might not be used to holding pencils or crayons and making ‘marks’ on the page. |
| **BL progressing towards**  **(B0.2)** | **Students progressing towards the standard at BL** use drawing as a means of expression. They copy writing from other sources, for example environmental print, other students, the teacher’s model. They will observe shared writing tasks, watching as the teacher writes and will begin to contribute as much as their limited English allows. Concentration during shared writing tasks might be limited. They talk about their writing and pictures, drawing on their oral English language and may use their first language with same language peers or bilingual teacher. Their ability to form letters and produce copied text improves. |
| **BL Standard**  **(B0.3)** | **At Stage BL**, students communicate their ideas and experiences simply through writing, drawing, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose. They write simple sequenced descriptions, recounts, and procedures, following models. They write or draw for specific audiences. Students’ writing reflects their oral structures. They link ideas using common conjunctions and show awareness of the need for basic punctuation. They demonstrate knowledge of some sound–letter relationships and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations, and asking how to write a word. They begin to form letters and place text appropriately. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage BL: Texts and responses to texts**

**At the end of Stage BL, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* draw pictures to communicate activities/events and orally dictate sentence for teacher to scribe
* write explanatory labels or captions for drawings with support
* write some familiar words, and attempt to write sentences
* copy words, phrases or sentences accurately and carefully
* label drawings or illustrations
* use drawings, symbols and strings of letters and some words in writing
* complete simple repetitive modelled sentences, e.g. ‘My name is ...’
* complete short cloze activities with support
* contribute ideas to shared writing activities
* contribute ideas to shared writing activities using topic specific vocabulary encountered in classroom activities.

**Stage BL: Cultural conventions of language use**

**At the end of Stage BL, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* show awareness that English writing consists of words formed by letters, and sentences made up of words, e.g. leave spaces between words
* use the terms writing and drawing appropriately
* have an awareness that words have consistent spelling
* discuss the purpose of a text and its audience in simple language.

**Stage BL: Linguistic structures and features**

**At the end of Stage BL, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* write or dictate in sentences or phrases that match oral sentence structures, e.g. go to school, go home, come from
* show evidence of some layout or planning, e.g. place text appropriately on a page, leave space for drawing
* show awareness of sound-letter relationships, e.g. represent words by their initial letter such as ‘b’ for ‘book’
* consistently write the same letters and numbers the same way
* identify common letters consistently, e.g. point to all the ‘t’s in a sentence
* spell a number of high frequency words accurately
* copy basic punctuation as part of ‘writing’
* copy/write text from left to right, top to bottom
* include some well-known words spelt accurately from charts, books or word banks.

**Stage BL: Maintaining and negotiating communication**

**At the end of Stage BL, students may use the following strategies to assist them to write texts:**

* use illustrations as a prompt or to provide more detail
* dictate sentences about a drawing or an experience for others to write
* copy sentences, short paragraphs, words or illustrations from a range of texts
* check copied writing for accuracy against the original text
* practise writing letters of the English alphabet
* ask for the English word and how to write it
* copy words from a range of sources, e.g. environmental print, books.

### Stage B1 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B1 beginning**  **(B1.1)** | **Students beginning to work towards the standard at B1** are settling into situations where English is the dominant language. They begin to understand that communication with teachers and peers needs to be conducted in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language and levels of politeness are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English. |
| **B1 progressing towards**  **(B1.2)** | **Students progressing towards the standard at B1** communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures. They learn through English, well supported by context. They contribute relatively complex ideas through simple English and use simple English to respond to the ideas of others. Students’ English is characterised by varying grammatical accuracy, a short ‘telegraphic’ structure, simple subject/verb/object construction and overgeneralisation of rules. They use common adjectives to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or the media. Students’ pronunciation, stress and intonation are comprehensible, but show the influence of first language pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate. |
| **B1 Standard**  **(B1.3)** | **At Stage B1**, students communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English, supported by its immediate context. They use formulas, well-rehearsed and common sentence patterns and short, simple, telegraphic utterances to contribute relatively complex ideas, usually concerning concrete subject matter. They follow simple instructions, answer predictable questions, make basic requests and express basic needs. Students show initial understanding that English changes according to context and audience and modify their English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non verbal language. Students’ utterances are characterised by varying grammatical accuracy. They use common adjectives to describe or add emphasis. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm. They restate simply, repeat or repronounce when necessary. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English.

**Stage B1: Texts and responses to texts**

**At the end of Stage B1, students can routinely use spoken English to do the following things:**

**Receptive**

* identify single items of information from short spoken texts or when talking about pictures, e.g. basic vocabulary, identifying animal names, colours, etc.
* listen appropriately and attend to tone, intonation and context when listening, e.g. differentiating between questions and instructions
* follow simple instructions
* understand simple, predictable questions

**Productive**

* interact and respond appropriately verbally and non-verbally when spoken to, e.g. indicate agreement/non-agreement
* make simple requests and express needs, thoughts and opinions, e.g. ‘May I go to the toilet?’, ‘I liked/I didn’t like …’
* answer simple questions and give basic information about self, e.g. name, age, family details, likes/dislikes
* initiate social interactions and use social expressions, e.g. ‘please’, ‘thank you’, ‘may I play?’
* enhance own spoken texts with appropriate gestures and facial expressions
* use intonation to enhance the meaning of simple utterances, e.g. my pen?/my pen!/my pen.

**Stage B1: Cultural conventions of language use**

**At the end of Stage B1, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* respond and use simple intonation, e.g. know when a conversation is serious or humorous and respond accordingly
* understand the context and purpose of different classroom interactions, e.g. listen to instructions, joins in a discussion
* are able to follow simple instructions by relying on key words/phrases in context, e.g. line up in pairs, stand up, sit down on the carpet, etc.
* recognise word patterns/rhyming words

**Productive**

* use acceptable social formulas, e.g. please, thank you, may I?
* know that some words, gestures or intonation are inappropriate in certain contexts
* know when it is appropriate to speak or to listen during class interactions.

**Stage B1: Linguistic structures and features**

**At the end of Stage B1, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* understand simple past, present and future tense in context, e.g. ‘yesterday we went’, ‘now we can eat lunch’, ‘tomorrow we will go’
* respond to key words in a range of common instructions, e.g. Shut the door
* distinguish spoken English from other languages, e.g. on hearing English, respond in English

**Productive**

* create original expressions, substituting new words in learned patterns or formulas, e.g. it’s home time – it’s go time
* construct two or three word utterances that use common adjectives to describe or add emphasis, e.g. very hot, beautiful picture
* use comprehensible pronunciation
* express needs using learned word patterns, e.g. ‘I want to go toilet.’
* express negation using ‘no’ or ‘not’, e.g. me no , not play
* use a range of formulas for appropriate purposes, e.g. What’s the time? Oh no! Very good, Excellent work, Well done
* use simple conjunctions, e.g. join ideas using ‘and’.

**Stage B1: Maintaining and negotiating communication**

**At the end of Stage B1, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* demonstrate listening, attending to tone and intonation
* tune in to particular sounds of English and to English intonation, e.g. recognise rhyming words (play, stay) and emotions expressed through intonation (happy, angry)
* check understanding of classroom English, e.g. by asking for clarification from other first language speakers, or by watching what others do
* use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture
* ask for repetition, or question to check meaning, to confirm or to elicit help

**Productive**

* repeat or re-pronounce words or phrases after recognising they have not been understood
* imitate pronunciation, stress, intonation or familiar repetitive patterns, e.g. stories, songs, rhymes, the media
* borrow key words from previous speaker, e.g. ‘Don’t be silly Tim’, ‘Tim silly’
* initiate and sustain simple conversations in English with teachers or peers
* rehearse or role play formulas or short exchanges
* understand the language of classroom routines, e.g. ‘Put your maths book away. It’s time to pack up.’
* use learned words in speech, e.g. colours, numbers, days, etc.
* rely on other speakers to scaffold the conversation, to interpret, to clarify or to elaborate.

### Stage B1 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B1 beginning**  **(B1.1)** | **Students beginning to work towards the standard at B1** show interest in print and recognise some environmental print including their name. They can recognise and name some letters. They watch and listen as texts are read aloud to them but may not join in. They rely on peer or teacher support to complete structured activities. They show an interest in books and focus on illustrations. They demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures. |
| **B1 progressing towards**  **(B1.2)** | **Students progressing towards the standard at B1** read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them. They retell a simple familiar story and sequence a simple familiar process with sentences and pictures. They show early understanding that texts are written for a variety of purposes. They show beginning understanding of the sound/symbol relationships of English. They read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-print features when reading. They use word lists and personal dictionaries to assist them to read new words. |
| **B1 Standard**  **(B1.3)** | **At Stage B1**, students read short, well known texts, based on simple language structures and features, well known vocabulary and familiar contexts. They retell simply, predict likely outcomes, and complete basic comprehension activities. They show understanding of the basic purposes of texts and choose texts appropriately for a range of simple purposes. With support, they read and gather basic information from simple, accessible texts. They combine their basic knowledge of English sound-symbol relationships, their developing sight and oral vocabulary, their beginning knowledge of the conventions of print and text organisation, and their emerging knowledge of English grammar as they read. They use appropriate intonation and phrasing when reading aloud known texts, showing an understanding of the text’s meaning and the function of basic punctuation. Students show a beginning understanding of the purposes of headings, labels, diagrams and contents pages. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage B1: Texts and responses to texts**

**At the end of Stage B1, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* read independently simple familiar texts and respond appropriately, e.g. talk about a favourite page, indicate name of characters, describe an incident
* read some previously encountered words and phrases in new contexts, e.g. words from high frequency word list, sentence starters such as ‘Once upon a time …’, ‘Today is …’
* make predictions when reading a simple well illustrated text, e.g. using picture cues, letter/sound cues
* gain some information from illustrations, tables, simple maps, diagrams, graphs
* recognise and gain meaning from short texts, i.e. familiar words and chunks of text in English, using visual clues, e.g. whole word shape, picture clues, recent experiences
* complete simple tasks to show understanding of text, e.g. recall information
* identify main character/s in a narrative
* simply describe the setting of a narrative
* respond appropriately to simple written directions and well-known texts through tasks such as performing actions or drama; answering simple questions; drawing; making links with parts of text; distinguishing yes/no; recalling ideas; sequencing; arranging pictures, words/phrases.

**Stage B1: Cultural conventions of language use**

**At the end of Stage B1, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* identify basic purposes and likely audiences of different text types, e.g. newspapers, books, catalogues, answer simple questions like ‘is this for children?’
* understand that people read texts for a variety of purposes
* gain information when listening to or reading new texts
* match familiar spoken words with written words
* identify the difference between factual and fictional texts, e.g. through language, layout or topic
* locate specific information in a shared reading text.

**Stage B1: Linguistic structures and features**

**At the end of Stage B1, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* identify repetitive words and letter patterns in sentences/phrases
* recognise the difference between English texts and texts in other languages
* read sentences that use basic subject, verb, object patterns, where content and vocabulary are familiar, e.g. ‘The dog ate the bone’.
* use some of the terminology of reading, e.g. author, title, letter, word, sentence
* imitate the teacher’s model when reading familiar texts aloud, e.g. use similar emphasis, intonation and repetition
* recognise function of and use capital letters and full stops, e.g. pausing at a full stop when reading
* recreate a cut-up text in sequence
* use knowledge of base words to read new forms, e.g. walk, walked, walks, etc.
* sort and organise simple sentences under headings.

**Stage B1: Maintaining and negotiating communication**

**At the end of Stage B1, students may use the following strategies to assist them to read and comprehend texts:**

* select suitable books to read, e.g. on basis of familiar English content, illustrations, size, amount of print and layout
* use key words to understand texts read or listened to
* use text organisational features to find some information in texts, e.g. headings, labels, diagrams, contents, etc. with teacher support
* re-read familiar texts to increase accuracy and fluency and to enhance understanding
* use some word attack skills to decode, e.g. initial letters, common letter patterns
* build a sight vocab which draws on words of interest, topic words etc.
* attempt to self correct.

### Stage B1 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B1 beginning**  **(B1.1)** | **Students beginning to work towards the standard at B1** use drawing as a means of expression. They attempt to copy writing from other sources, for example environmental print, other students, the teacher’s model. They will observe shared writing tasks, watching as the teacher writes but most likely will not contribute because of their limited English. Concentration during shared writing tasks might be limited. They talk about their writing and pictures drawing on their oral English language and may use their first language with same language peers or bilingual teacher. |
| **B1 progressing towards**  **(B1.2)** | **Students progressing towards the standard at B1** communicate their ideas and experiences simply through writing, drawing, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose. They write simple sequenced descriptions, recounts, and procedures, following models. They write or draw for specific audiences. Students’ writing reflects their oral structures. They link ideas using common conjunctions and show awareness of the need for basic punctuation. They demonstrate knowledge of some sound–letter relationships and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations, and asking how to write a word. They begin to form letters and place text appropriately. |
| **B1 Standard**  **(B1.3)** | **At Stage B1**, students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. They use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented. Their texts incorporate the basic grammatical features of their spoken English. They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English sound-symbol relationships. They use some simple strategies for spelling words, checking word lists or books. They use the basic features of software to write and present their texts. With support students plan and edit their texts, providing additional information through illustrations and diagrams. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage B1 – Texts and responses to texts**

**At the end of Stage B1, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* contribute ideas in simple sentences to shared writing activities
* contribute to shared simple brainstorming of ideas and identifying relevant vocabulary to be incorporated into the written work
* write simple imaginative or personal texts modelled on familiar forms and repetitive patterns, e.g. journal/weekend diary, stories
* write simple factual texts for a variety of classroom purposes, e.g. to give information, to keep records, to inform
* write short description or report on a topic of interest that has been covered in class
* write simple texts that approximate various text types
* initiate own writing for particular purposes with support, e.g. based on teacher suggestions, previous writing tasks
* write for a ‘real task’, e.g. make a list, write a letter, write a story at home
* write text incorporating common spoken and written phrases, with support
* write learned phrases and complete short cloze activities around familiar language
* write short texts with simple sequencing of ideas.

**Stage B1: Cultural conventions of language use**

**At the end of Stage B1, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* use appropriate basic text types based on models when writing, e.g. recounts, descriptions, reports
* present writing in appropriate formats for different audiences or for display, e.g. letters, stories with illustrations
* use a range of formats to record basic information, e.g. graphs, lists, tables
* use media appropriately, e.g. pens for headings, computers for final draft.

**Stage B1: Linguistic structures and features**

**At the end of Stage B1, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* write texts that reflect everyday spoken English, such as sentences that use subject-verb-object patterns, e.g. ‘I read books.’ ‘She watch video.’
* write simple sentences and phrases using appropriate word order
* use illustrations to support simple narrative or recount sentences
* use some conjunctions, e.g. and, after
* use pronoun references with limited noun/pronoun agreement, e.g. Yesterday the class went …, We went …
* use simple present or present continuous tense for a range of tenses, e.g. Yesterday teacher talking about cooking, I go to beach Saturday.
* use some irregular past tense verbs, e.g. went, said, bought, etc.
* use simple past tense with some consistency
* use adjectives and adverbs, e.g. run class fast
* spell accurately some high frequency words encountered in the classroom, e.g. the, and, is, it
* use basic punctuation, e.g. full stop, capital letter appropriately.

**Stage B1: Maintaining and negotiating communication**

**At the end of Stage B1, students may use the following strategies to assist them to write texts:**

* use modelled forms and repetitive patterns to generate and structure writing, e.g. On Saturday I …, We went, We saw
* use formulaic structures, e.g. time markers such as ‘On Monday …’ ‘First …’ ‘Then …’ ‘Next …’ ‘After that …’ ‘Last …’
* use repetition for effect, e.g. many, many
* provide some detail through additional information, e.g. illustrations, diagrams, story maps, lists
* rewrite after correction, discussion or prompting, i.e. delete or add words to clarify
* develop vocabulary and phrase lists with first language translations, or pronunciation guides
* translate literally from first language to English, e.g. use a bilingual dictionary
* copy words from dictionary correctly
* ask how to write certain words in English
* use a range of strategies to find the correct spelling of new or unknown words, e.g. dictionaries, charts, other students, own spelling lists
* use sound or visual features to spell words, e.g. evry.

### Stage B2 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B2 beginning**  **(B2.1)** | **Students beginning to work towards the standard at B2** are beginning to extend their comprehension and use of social and classroom language. They are able to use simple conjunctions such as 'and' and 'but'. They are still very reliant on contextual support particularly to understand academic content of lessons and classroom discussions. They are able to engage in social interactions and contribute to classroom discussions using language beyond short utterances and formulas, however breakdowns in accuracy and fluency will occur as they take more risks. For example, subject-verb agreement is very unstable and not usually correct. Students attempt to mark past time with time markers, but do not yet use past tense forms. |
| **B2 progressing towards**  **(B2.2)** | **Students progressing towards the standard at B2** continue to extend their comprehension and use of social and classroom language. They appear more confident in social exchanges and will initiate interactions with teachers and peers. They show increasing confidence in participating in structured mainstream class and group learning activities and are able to respond to direct questions about familiar classroom topics with support from the teacher. They can use endings of common verbs with some consistency and can use 'don't' for negation. Subject-verb agreement is sometimes correct, but not in every utterance. Students can use some common past tense verbs, but still usually mark past time with time markers rather than verb tense. |
| **B2 Standard**  **(B2.3)** | **At Stage B2**, students communicate and learn English in predictable social and learning situations, understanding some decontextualised English and expressing simple messages in basic English. They negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures. They identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interaction appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when supported by clear contexts. They use simplified English, with varying grammatical accuracy, combining known formulas, learned grammatical features and new vocabulary to construct new utterances. They use basic time markers, common prepositions, some common contracted and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics. They pronounce familiar words comprehensibly. They employ basic strategies to sustain and enhance communication in English. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English.

**Stage B2: Texts and responses to texts**

**At the end of Stage B2, students can routinely use spoken English to do the following things:**

**Receptive**

* follow a short sequence of instructions related to classroom procedures or learning activities, e.g. rules for using class computer, locating places on a map
* identify key points of information from short spoken texts
* follow teacher explanations that use familiar English, and follow simple recounts of shared activities
* follow classroom task-related instructions with clear steps and modelling of the task
* order information using pictures
* understand social English in most familiar contexts, but still need additional help from conversation partner, e.g. gestures, modified speech, provision of wait-time

**Productive**

* participate in short, structured social interactions with increasing grammatical accuracy, e.g. by introducing self and others
* express simple opinions, humour and describe feelings
* identify true or false information from spoken texts
* negotiate simple transactions, e.g. borrowing a library book, asking for directions or assistance
* describe a series of events or actions using some detail, e.g. time, context
* describe and identify people, places and things using simple vocabulary for colour, size, place, location, time
* answer subject-specific questions using a familiar structure on a familiar topic, e.g. T: Which shape has three sides? S: A triangle
* interact socially with peers and familiar adults in most informal school contexts
* participate in academic learning activities on familiar topics if teacher and contextual support (modelling, scaffolding, recycling of language etc.) and time are provided, e.g. can describe processes such as The Water Cycle in simple terms.

**Stage B2: Cultural conventions of language use**

**At the end of Stage B2, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* identify and use some terminology of a number of spoken text types and forms, e.g. stories, poems, recipes
* understand that intonation, volume or stress are used with different effects in different situations, e.g. shouting a warning, talking softly in group/play activities

**Productive**

* respond appropriately for the context, e.g. listen and respond to other students during a class discussion
* participate appropriately in social and learning situations, e.g. through conversational formulas, turn-taking, affirming, suggesting, discussing.

**Stage B2: Linguistic structures and features**

**At the end of Stage B2, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* understand adverbial phrases of place, location, time, e.g. over there
* understand and use some common contractions, e.g. I’m, you’re, we’ll, we won’t

**Productive**

* use negative form, e.g. I don’t go
* use common prepositions, e.g. in, at, on, near
* use some grammatical rules consistently, e.g. may overgeneralise in formation of plurals: mouses, sheeps
* use correctly some forms of the verbs to be, to have, and verb endings with some consistency, e.g. –ing, -ed
* use some articles correctly, e.g. a dog/the dog
* use some non-contracted forms, e.g. for stress, I am not!
* use specific time markers in speech, e.g. yesterday, last week, on the weekend, but may not also mark the verbs for tense, e.g. first is good, after is boy want fight
* pronounce familiar words comprehensibly
* begin to produce more complex language, e.g. using subordinating conjunctions such as because, when, that
* show signs of early modality, e.g. if …, could, might, will, must, perhaps.

**Stage B2: Maintaining and negotiating communication**

**At the end of Stage B2, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* predict meaning from context
* ask for the translation of specific words from other first language speakers, e.g. to check context, match concepts

**Productive**

* ask speaker to repeat or speak slowly, or ask what a word means, e.g. What you mean? What mean ‘festival’? What ostrich?
* initiate and maintain common social exchanges, e.g. by using simple conversation openers, turn-taking, leave-taking
* repeat another speaker’s words in subsequent conversation, e.g. Where did you plant the seeds? Plant the seeds in pot.
* use a repertoire of common classroom and playground language, e.g. Wait a minute. Be quiet please. My turn.
* practise pronunciation and phrasing
* repeat a word, phrase or sentence, modelling rhythm, intonation and pronunciation on the speech of others
* use vocabulary and structures learned from written texts in speech.

### Stage B2 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B2 beginning**  **(B2.1)** | **Students beginning to work towards the standard at B2** read short familiar texts independently and read unfamiliar texts with considerable teacher support and encouragement. They respond personally to texts, expressing opinions simply about texts they have read often relying on the teacher’s reading and interpretation as a model for their own response. They recognise the main purposes of factual and fictional texts and begin to identify some differences between the topic, structure and presentation of factual texts. They continue to develop their reading strategies and use their developing knowledge of sound-symbol relationships and letter patterns, sight vocabulary and knowledge of English grammar. |
| **B2 progressing towards**  **(B2.2)** | **Students progressing towards the standard at B2** read familiar texts with increasing confidence and continue to require teacher support to read unfamiliar texts with known words and predictable patterns. With teacher support, they use organisation features (e.g. headings, diagrams) to locate information in factual texts. They are able to draw on their developing proficiency in English to comprehend and predict meaning but are still quite dependent on language developed through speaking and listening in English and may rely on key words for understanding. They are able to complete simple tasks about texts however they may be able to demonstrate their understanding of texts more competently through oral rather than written language responses. They attempt to self correct but may do so inconsistently. |
| **B2 Standard**  **(B2.3)** | **At Stage B2**, students read familiar texts, and with support, unfamiliar texts containing predictable structures and familiar vocabulary. They follow simple written instructions and questions. They identify the basic purposes of simple texts, and recognise the basic stages of common text types. They use their developing vocabulary, knowledge of sentence structure and sound—letter relationships to predict and self-correct. They modify intonation to differentiate questions, exclamations or dialogue when reading aloud. They follow simple time and logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. Students use simple strategies to assess text difficulty and to choose new texts to read. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage B2: Texts and responses to texts**

**At the end of Stage B2, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* read simple unfamiliar texts with support
* make and substantiate predictions about likely events or sequences when reading or listening to a text read aloud
* identify the main idea in a text, e.g. give a story title, match titles to videos/DVDs
* gain information from illustrations, tables, maps, graphs, diagrams
* express a personal response to a text or elements of a text, e.g. express a point of view about a character’s actions
* identify and name major and minor characters in a narrative
* express personal point of view about a character’s actions and speculate on own experience in a similar situation
* describe the feelings of a character in simple terms
* make comparisons with own country and cultures when reading, e.g. In my country …, When I ...
* retell ideas and events from well-known texts or a text on a familiar topic
* follow simple instructions and questions in printed or computer-generated texts, e.g. Fill the …, Measure the …, Record the …, How many …?
* recall sequence of a narrative, process or recount.

**Stage B2: Cultural conventions of language use**

**At the end of Stage B2, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* recognise that texts have a structure, e.g. orientation, complication, resolution in a narrative text
* recognise some features of common text types, e.g. through subject matter, layout of print, illustrations, computer icons
* identify some of the differences between the various types of texts
* make links between the purpose of a text and its organisation
* make simple connections between text layout and text types
* identify organisational features of non-fiction texts
* follow text through a range of conventions of organisation/layout, e.g. paragraphs, chapters, captions, columns, web pages
* identify stories, poems, reports when reading or listening to text read aloud, e.g. through rhythm or intonation, text structure.

**Stage B2: Linguistic structures and features**

**At the end of Stage B2, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* read fluently some common words or familiar phrases, e.g. next to the, she said
* read texts that contain compound and complex sentences
* follow simple time and logical relationships between events/ideas expressed by common cohesive devices, e.g. after that, because
* follow pronoun references for people and things, e.g. The dogs … They
* sequence sentences from known texts or a text on a familiar topic or experience
* identify and name important features of text organisation, e.g. chapters/paragraphs, paragraphs/topic sentences, icons
* modify intonation to differentiate questions, exclamations or dialogue.

**Stage B2: Maintaining and negotiating communication**

**At the end of Stage B2, students may use the following strategies to assist them to read and comprehend texts:**

* use knowledge of simple tense and negation to interpret meaning of written text
* use knowledge of sentence structure to predict words or to self-correct
* use knowledge of common letter-sound patterns to enhance fluency, e.g. ing, sh
* identify fiction books from factual ones by looking at the cover, title and illustrations
* assess readability of a new text by sampling, e.g. look at captions, diagrams, scan for known words
* use diagrams, graphs, or pictures to help interpret meaning
* slow down when reading an unfamiliar text, e.g. read word by word and clarify if meaning breaks down, by pausing, re-reading and/or reading on
* locate information in texts using organisational features (such as headings or diagrams) with limited teacher support.

### Stage B2 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B2 beginning**  **(B2.1)** | **Students beginning to work towards the standard at B2** write their own simple texts for different purposes in guided contexts. They draw on models provided and use repetitive structures in an attempt to write longer texts. Their writing will include marked ESL features (e.g. sometimes leaving out articles and verb endings and making errors with verb tenses) as they become more confident in experimenting with oral and written English. Their writing is still reflective of their everyday spoken English. They attempt to spell new words using their own pronunciation and write familiar words accurately. |
| **B2 progressing towards**  **(B2.2)** | **Students progressing towards the standard at B2** continue to write their own simple creative and informational texts for classroom purposes with support. They begin to include some details that help orient the reader. Their writing shows varying control over grammatical features such as subject-verb agreement, tense, noun-pronoun reference and articles. Their writing begins to include features of written-like language however it is still influenced mostly by their spoken language. They spell accurately most monosyllabic and many high frequency words. |
| **B2 Standard**  **(B2.3)** | **At Stage B2**, students write for a range of purposes on familiar topics. They write simple organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. Their writing demonstrates an understanding of purposes of common text types, and their structure and features. Their texts include basic information and detail. They use a number of common conjunctions to link ideas, using pronoun references with some noun/pronoun agreement, simple phrases to express basic comparisons, and some basic punctuation. Their attempts to spell new words are plausible and based on known sound-letter relationships. They use a range of strategies for spelling words, checking word lists or keeping personal dictionaries. They base new sentences on known sentence structures. Students draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage B2: Texts and responses to texts**

**At the end of Stage B2, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* write creative texts based on models, e.g. poems, dialogues, raps
* write simple personal texts, e.g. letters of invitation, thanks to visitors, journals, emails
* write simple factual texts, e.g. report, procedure, explanation
* write simple texts that present a point of view, e.g. statement of opinion
* write simple descriptions of items or events, captions for pictures or photographs.

**Stage B2: Cultural conventions of language use**

**At the end of Stage B2, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* plan, with support, the format of a text according to its communicative purpose, e.g. a recipe
* discuss the sequencing of events or ideas in own writing
* use some conventions for separating ideas or sections in a text, e.g. starting a new idea on a new line, starting a new section on a new page
* use heading and text format appropriate to the task
* enhance own writing with appropriate layout and visual information, e.g. draw a diagram to accompany an information report, choose appropriate computer applications for particular purposes
* include appropriate amount of information or detail for the audience
* write using language which is beginning to reflect less the features of spoken language and more the features of written language
* write texts which include key features of common text types relevant to school learning.

**Stage B2: Linguistic structures and features**

**At the end of Stage B2, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* orient the reader by including relevant details, e.g. characters, time and place
* use headings to group information, e.g. in a report on an animal
* use a number of common conjunctions to link ideas between sentences, e.g. and, because, but, when
* use simple time sequence markers when describing a process or event, e.g. first, next, at last
* use pronoun references with some appropriate noun/pronoun agreement, e.g. Yesterday the class went …. We went …; Koalas live in trees. They live …
* select some descriptive vocabulary appropriate to context, e.g. ‘huge’ for ‘big’
* use simple extended noun groups, e.g. a big, black dog
* use simple phrases to express basic comparisons, e.g. the same as, bigger than
* make expository statements using introductory ‘there’, ‘it’, e.g. There is …, There are …, It has …
* use correctly some forms of the verbs to be, to have
* use verb endings with some consistency, e.g. –ing, -ed
* write with ESL features, e.g. omission of articles and verb endings, varied tenses
* experiment with more complex punctuation, e.g. commas, question marks, exclamation marks
* spell frequently used words and one and two syllable words with common patterns with increased accuracy.

**Stage B2: Maintaining and negotiating communication**

**At the end of Stage B2, students may use the following strategies to assist them to write texts:**

* use knowledge of sentence patterns to form new sentences, e.g. base a new story on repetitive formulas from a known story, from written or spoken texts
* plan before writing, e.g. discuss ideas and topics in first language or English or write notes in a framework
* write a first draft focusing on meaning and revise after rereading or discussion, e.g. add or delete ideas, correct simple errors in spelling and punctuation
* use a framework to complete a writing task and reflect on it, e.g. guiding questions, headings.

### Stage B3 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B3 beginning**  **(B3.1)** | **Students beginning to work towards the standard at B3** interact more confidently in an increasing range of informal social situations. They participate in and contribute to academic learning activities where the teacher provides suitable levels of contextual support through modelling and scaffolding of language and structures. They attempt to explain and express complex ideas related to their classroom learning and experiences but are still drawing on limited language resources to do so. |
| **B3 progressing towards**  **(B3.2)** | **Students progressing towards the standard at B3** participate actively in most social situations. They engage more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but are still limited by their developing language resources in the extent to which they are able to contribute specific details or explanations of more complex ideas. |
| **B3 Standard**  **(B3.3)** | **At Stage B3**, students generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English and extract specific information. They use appropriate sequence markers and consistently use most common, irregular past tenses. They provide greater detail through the use of longer noun groups and adverbial phrases. They use comprehensible pronunciation, stress and intonation. They access English from a range of oral and written sources and extend their oral skills by incorporating this into their own repertoire. They are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English.

**Stage B3: Texts and responses to texts**

**At the end of Stage B3, students can routinely use spoken English to do the following things:**

**Receptive**

* understand teacher questions on familiar topics or themes and respond appropriately
* follow a set of oral instructions or directions, understanding the difference between directives and suggestions
* extract information from extended spoken text, e.g. from a video, from the radio or an announcement
* comprehend English in most social situations
* understand increasingly more decontextualised spoken language, e.g. text without illustrations, conversation and text accompanying visual medium
* grasp the gist of a new topic delivered with extensive contextual and teacher support including paraphrasing and explanation

**Productive**

* initiate and participate in casual exchanges and in learning contexts, e.g. contribute information and express ideas in group tasks/classroom discussions
* retell what has been learned from classroom texts, e.g. a student presentation, a discussion, a talking book or guest speaker
* relate a series of events in a time sequence giving details involving where, when, who, and what
* give reasons for opinions
* relay messages e.g. from teacher to teacher
* give a short sequence of instructions related to classroom procedures, games, tasks, e.g. first you ... then you
* prepare a short talk for presentation to group or the class
* contribute information and express ideas in group task/classroom discussions.

**Stage B3: Cultural conventions of language use**

**At the end of Stage B3, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* respond to different registers appropriately, e.g. match a formal response to a formal request
* respond appropriately in different classroom activities, e.g. participate in brainstorming
* identify when intonation, volume stress, pacing and repetition in English support and convey meaning (for emphasis in storytelling, recounting news)

**Productive**

* use appropriately a variety of registers
* identify and use features of formal and informal spoken texts, e.g. different politeness formulas, use of modal forms such as could, should
* give relevant and appropriate detail when recounting stories/events, giving instructions, expressing opinions, contributing information
* open and close an interaction in formal and informal situations, e.g. greet, give a message, leave take, introduce and conclude a talk
* assess the grammatical correctness of own utterances and attempt some self correction
* initiate and manage interaction appropriately in social and learning situations, e.g. through conversational formulas, turn-taking, affirming, suggesting.

**Stage B3: Linguistic structures and features**

**At the end of Stage B3, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* respond appropriately to structures such as questions, statements and negation through word order and vocabulary rather than through intonation, e.g. Do you ...? What is ...? Can anybody ...?
* follow instructions that include sequential discourse markers, e.g. first, then, after that, finally
* understand how modals express probability and possibility, e.g. may, will, could, must

**Productive**

* ask and answer open-ended questions, e.g. how and why questions
* use appropriate sequence markers, e.g. first, finally, until, when
* use the correct form of pronouns for subject, object or possessive, e.g. I, me, my, mine, with some consistency
* consistently use most common, irregular, past tenses, e.g. came, gave thought, said
* speak with some lapses in tense usage
* employ a range of vocabulary to convey shades of meaning, e.g. good, fine, terrific, excellent, however occasional gaps in vocabulary will be evident
* use tag questions, e.g. You’re going, aren’t you?
* use comprehensible pronunciation, stress and intonation.

**Stage B3: Maintaining and negotiating communication**

**At the end of Stage B3, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* use visual cues to make meaning of spoken text, e.g. pay attention to diagrams or graphs during a discussion
* understand more complex spoken language, e.g. text without illustration, conversation and text accompanying visual medium (films etc.)
* acquire new English from sources other than the classroom, e.g. media, friends, family

**Productive**

* use English acquired from a variety of media, conversations
* self-correct or reformulate language to convey meaning more clearly, e.g. ‘My mum say …’ and ‘My mum said …’
* plan, rehearse and present a short talk, e.g. report back to class on group work
* rehearse or role-play, e.g. giving instructions, giving short talks
* use a variety of registers in speech, plan what to say and how to say it
* practise pronunciation of polysyllabic words.

### Stage B3 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B3 beginning**  **(B3.1)** | **Students beginning to work towards the standard at B3** read a range of familiar and unfamiliar texts, however teacher guidance in the selection of texts is necessary to limit the incidence of densely written information and language complexity. They are able to identify key information from factual texts on familiar topics but need teacher guidance to paraphrase and summarize the main ideas. They compare the organisational structures of different text types. Comprehension is limited by their developing vocabulary and knowledge of English grammar. |
| **B3 progressing towards**  **(B3.2)** | **Students progressing towards the standard at B3** read fictional and subject-specific texts of increasing complexity but still require contextual support and more time than their English speaking peers to comprehend language and concepts. They make simple inferences and understand the gist of texts but may not be able to identify or recall specific details in more complex texts. |
| **B3 Standard**  **(B3.3)** | **At Stage B3**, students read for a range of purposes and identify main ideas and specific information in classroom texts. They demonstrate understanding of the main storyline and most key information when retelling, paraphrasing and answering questions, and they compare some details in texts. They demonstrate some awareness of how information is organised in English texts. They recognise the cohesive devices connecting ideas and the organisation of information in a text, and use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read new texts. They use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage B3: Texts and responses to texts**

**At the end of Stage B3, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* scan a text to identify the topic and predict what the text might be about
* compare some detail in texts, e.g. characters, complications, resolutions
* recall and summarise the main ideas from fiction and non-fiction texts
* draw basic inferences from texts
* discuss texts with some understanding of meaning beyond the literal level
* talk about emotions and motivation of characters in narratives
* demonstrate understanding of the main storyline and most key information points when retelling, paraphrasing or answering questions
* follow a series of task instructions with some detail, e.g. making a mathematical shape, setting up an experiment
* interpret and explain information from diagrams, graphs, charts or timetables
* classify information under appropriate headings
* read for information or recreation in or out of classroom
* access information from a range of visual or electronic media.

**Stage B3: Cultural conventions of language use**

**At the end of Stage B3, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* discuss a text by relating ideas to personal experiences or previous learning
* identify social and literary stereotypes, e.g. villains and heroes
* identify unfamiliar cultural references, e.g. What’s a Bunyip?
* compare organisation of information in texts, e.g. procedures, explanations.

**Stage B3: Linguistic structures and features**

**At the end of Stage B3, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* show understanding of meaning and relations between sentences in a paragraph, e.g. re-order sentences in a paragraph
* follow ideas in and between paragraphs making use of a range of conjunctions, e.g. then, next, first, after, and reference items such as pronouns
* recognise how relationships such as cause/ effect, comparison are signalled by conjunctions, e.g. because, like, different from
* follow the meaning of complex sentence patterns, e.g. heard the explosion that wrecked the car
* understand and use the appropriate metalanguage to talk about the structures and features of a text, e.g. chapter, index, orientation, pronouns, conjunctions
* follow direct and indirect speech.

**Stage B3: Maintaining and negotiating communication**

**At the end of Stage B3, students may use the following strategies to assist them to read and comprehend texts:**

* use knowledge of sentence structure and content to infer the meaning of unfamiliar words
* locate a topic sentence to identify main idea of a paragraph
* read on when encountering unfamiliar words
* use an accessible English dictionary to check the meaning of new words
* use contents page, index, glossary, and headings to find information.

### Stage B3 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **B3 beginning**  **(B3.1)** | **Students beginning to work towards the standard at B3** write simple texts based on models which include basic organisational features of familiar text types. They continue to connect ideas using a range of common conjunctions. They begin to use more written-like language in their writing and include some technical language in factual texts. They extend noun groups by including adjectives before the noun. They plan and make simple revisions of their writing. |
| **B3 progressing towards**  **(B3.2)** | **Students progressing towards the standard at B3** are beginning to construct more complex examples of logically organised genres with increasing independence. They use subject-verb agreement and tense with increasing control. They begin to include more complex language and sentence structures in their writing. They use common technical vocabulary in factual texts more consistently. They accurately spell common words used in the classroom and use their knowledge of sounds and letter patterns to spell unfamiliar words. |
| **B3 Standard**  **(B3.3)** | **At Stage B3**, students communicate for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. They write sequenced and ordered factual texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate some overall cohesion and coherence. They combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing and proofread after a first draft has been written, improving spelling, punctuation, and sentence structure. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage B3: Texts and responses to texts**

**At the end of Stage B3, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* write creative texts, e.g. imaginative recounts, descriptions, poems
* write sequenced and ordered factual texts based on personal experience or topic areas, e.g. report on an excursion, science report
* write narrative texts maintaining a cohesive storyline and characterisation
* write a range of texts across the curriculum incorporating information from different sources.

**Stage B3: Cultural conventions of language use**

**At the end of Stage B3, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* use own experience and perspectives to elaborate and support a viewpoint
* use text type appropriate to task
* present work appropriately to purpose and audience, e.g. write final draft using publishing software
* gather and present information appropriately in texts, e.g. diagrams, mind maps, illustrations, dot points
* begin to create mood and feeling by the selection of appropriate vocabulary
* use some colloquial and idiomatic language appropriately in texts
* organise texts in simple logically ordered paragraphs with a topic sentence.

**Stage B3: Linguistic structures and features**

**At the end of Stage B3, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* write text using a framework and identifiable topic sentences
* combine simple sentences using common conjunctions, e.g. We need trees so we should not cut them all down
* use some antonyms and synonyms
* use appropriate conjunctions to join two or more clauses, e.g. When we went to the zoo the lions were sleeping. After lunch they woke up and then they roared.
* use relative pronouns, e.g. The girl who was late had to go to the office
* use direct or indirect speech appropriately in context
* use a range of negatives, e.g. can’t, could not
* maintain appropriate tense throughout a text
* use present and past tense with reasonable consistency
* write using extended noun groups, e.g. a large shark with sharp teeth
* spell most words accurately drawing on a range of strategies, however some invented spelling will still be evident.

**Stage B3: Maintaining and negotiating communication**

**At the end of Stage B3, students may use the following strategies to assist them to write texts:**

* confer and cooperate in groups or pairs when planning, writing or reviewing, e.g. add to information contained in the text after discussion
* plan individually and review own writing, e.g. use spell-check to edit for accuracy, consider alternative words for effect
* participate actively in discussions
* reflect on writing considering criteria set by teacher.

# Secondary Years 7-10

Secondary EAL learners are assessed against the SL, S1, S2, S3 and S4 stages of the EAL Developmental Continuum. This page highlights the critical understandings required by EAL learners in order to progress through the progression points along the Developmental Continuum to the standards for Stages SL, S1, S2, S3 and S4.

This page contains progression profiles of student learners at the S Stages in the three modes of Speaking and listening, Reading and viewing and Writing.

Where available, work samples are provided for the modes at various progression points within Stages SL, S1, S2, S3 and S4. The work samples demonstrate the supportive approaches teachers use in the teaching of EAL learners. In these work samples EAL learners demonstrate their language proficiency through the activities they undertake with the teacher or their peers. The work samples are provided to assist mainstream teachers and EAL specialists to plan EAL appropriate activities, implement EAL approaches and strategies in class activities, and assist teachers to make accurate judgements about English language development. The work samples can also be used by schools as a professional learning resource to support teams of teachers to assess and moderate EAL student work.

## S Stages

### Stage SL – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **SL beginning**  **(S0.1)** | **Students beginning to work towards the standard at SL** have very little or no oral English. They do not respond meaningfully to English. They will join in activities, watching and copying what other students do in the classroom but may not speak. They may spontaneously repeat words or phrases without understanding their meaning. They will probably not speak in the classroom except to same language peers. |
| **SL progressing towards**  **(S0.2)** | **Students progressing towards the standard at SL** are settling into situations where English is the dominant language. They begin to understand that communication with teachers and peers needs to be conducted in English rather than a reliance on their own language. They begin to learn the basic oral English required to manage learning in an English-speaking classroom, primarily through words or formulaic expressions, rather than grammatically complete patterns. They have begun to understand that different forms of language are used in different situations and contexts, including an awareness of changes to word stress, intonation and rhythm. They have also begun to recognise the importance of non-verbal communication. |
| **SL Standard**  **(S0.3)** | **At Stage SL**, students communicate simply but effectively in English in a limited range of familiar social and classroom contexts. They communicate using formulaic language, short, simple and well-rehearsed grammatical features and adaptations of their limited English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives. They use their limited repertoire with varying accuracy to ask and respond to questions in predictable and familiar contexts, express simple ideas and preferences and provide simple explanations and descriptions. They use some basic strategies to initiate and sustain simple conversations in English, repeating and re-pronouncing as necessary. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English

**Stage SL: Texts and responses to texts**

**At the end of Stage SL, students can routinely use spoken English to do the following things:**

**Receptive**

* identify basic single pieces of information from a short, spoken text, e.g. colours, numbers, names of animals etc.
* comprehend some familiar questions spoken at normal rate (concerning self, family etc.) in a two-way conversation when the conversation partner uses slow and deliberate speech, and simple phrasing, repetition and paraphrasing
* show understanding of some frequently occurring English words, phrases, greetings, simple sentences, simple instructions
* attend for short periods to simple oral tasks and classroom activities with visual support, e.g. pictures
* show personal non-verbal response to oral narratives and recounts, e.g. smile, nod

**Productive**

* answer simple questions about self and school
* use formulaic phrases to communicate, e.g. ‘My name is \_\_\_\_\_’.
* participate in familiar situations and learning activities, e.g. make simple statements about what they are doing and ask and answer simple questions about the activity
* use word stress, rhythm and intonation to deliver information about familiar topics
* communicate most routine social and school needs
* link people/objects/places/actions to spoken vocabulary.

**Stage SL: Cultural conventions of language use**

**At the end of Stage SL, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* distinguish spoken English from other languages and attempt to respond in English
* listen to and take note of teacher’s use of English social courtesies
* show listening behaviour, e.g. attend, concentrate, look at speaker, watch others

**Productive**

* engage in routine interactions using language appropriate for the context and the participants
* use simple polite expressions appropriately, e.g. please, thank you
* greet and respond to greetings using familiar formulaic expressions to do so, e.g. How are you today? Good thanks
* ask questions to clarify notions such as colour, place or time
* communicate appropriately, i.e. recognise that certain words, gestures and intonation patterns are suitable for classroom contexts
* use appropriate classroom language behaviour, e.g. take turns, use appropriate voice volume, raise hand in a group.

**Stage SL: Linguistic structures and features**

**At the end of Stage SL, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* interpret non-verbal aspects of communication such as gesture and facial cues

**Productive**

* use simple vocabulary and structures presented and practised in class
* use stress or intonation appropriately in simple utterances, e.g. use rising intonation when asking simple questions, stress key words in short utterances
* repeat modelled utterances of very short phrases with understanding
* produce short, simple utterances including non-standard forms, e.g. ‘He sick today’, ‘Students go zoo’, ‘I no like maths’, ‘It lay the egg on the leaf’
* use simple conjunctions, e.g. ‘and’, ‘but’, to link ideas in short utterances, e.g. ‘I finish number 1 but not number 2’.
* use common prepositions, e.g. ‘in’, ‘on’, ‘at’, in familiar contexts
* use some simple question forms, e.g. through intonation: 'Sit here?', ‘wh’ questions without inversion: ‘Where you are going?’
* generally use ‘I’, ‘me’, ‘you’, ‘we’, ‘my’, ‘your’ correctly but other personal pronouns and possessive adjectives are used with less accuracy.

**Stage SL: Maintaining and negotiating communication**

**At the end of Stage SL, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* ask for repetition or rephrasing of English, such as instructions, explanations, questions
* look for patterns in the language presented in lessons
* imitate speech of others and memorise formulaic expressions

**Productive**

* talk around a topic (use circumlocution) when vocabulary is not known, e.g. ‘a car for fly’ instead of ‘a plane’
* use non-verbal strategies such as gestures, mime or eye contact to elicit support from the listener
* use formulaic expressions to negotiate meaning, seek attention, e.g. ‘Excuse me, Miss’
* transfer some simple language structures to other contexts, e.g. I like bananas. I like soccer.
* use existing English in different situations to perform different functions, e.g. ‘Go home’, to mean ‘Can I go home?’ or ‘He’s gone home’
* use sentence patterns from first language to communicate ideas, e.g. ‘the house white’, ‘I very like swimming’
* use pair work or group work activities in order to gain assistance for completing a language task.

### Stage SL – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **SL beginning**  **(S0.1)** | **Students beginning to work towards the standard at SL** have begun to understand that printed text shares a relationship with oral discourse and is used to convey meaning and communicate in a consistent way. They participate in shared reading activities, although they are not able to comprehend much of the text or read back. They have begun to recognize very familiar words in print, such as their name and surrounding text in the immediate environment. They have also begun to recognize the basic conventions of book/print layout (e.g. that illustrations can relate to text; books have titles; they can find front/end of the book, etc). |
| **SL progressing towards**  **(S0.2)** | **Students progressing towards the standard at SL** have begun to read with a teacher and often track text with their finger. They will rely on sub-vocalisation (i.e. sounding out the text) when trying to read by themselves. They have begun to recognize and memorise the name and sounds of letters of the alphabet in both upper and lower case forms. They have also become aware of punctuation, but do not usually modify their reading aloud using the appropriate pauses, emphasis, and intonation at this stage. They have started using and recognizing written text in other forms, such as on the internet and computer screen. |
| **SL Standard**  **(S0.3)** | **At Stage SL**, students read and complete simple, structured activities around a wide range of familiar, short, simple, texts which use repetitive structures and features and are strongly supported by illustrations. They read their own writing and simple teacher-developed texts based on well-rehearsed spoken English. They read a range of familiar simple fictional, factual and everyday texts. They name some letters and know the sounds many letters and common letter combinations usually make. They attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words. They show some awareness of basic punctuation and use stress, intonation or pausing appropriately when reading aloud well known texts. They use simple strategies like pointing to words as they read or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage SL: Texts and responses to texts**

**At the end of Stage SL, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* recognise beginnings and endings of familiar texts
* join in with shared reading activities, e.g. group reading, ‘read’ back shared material the teacher has scribed
* read short learnt texts, e.g. a rhyme, song, repetitive texts
* read some familiar words in different contexts, e.g. recognise friends’ names on worksheets or belongings
* understand short non-complex text types for a range of everyday purposes relying on considerable contextual support
* recognise environmental print, e.g. words, logos, signs, letters, numbers
* gain information from illustrations
* match familiar written words with pictures, and spoken words with written words
* understand the connection between simple written text and a diagram or illustration
* demonstrate basic map reading skills, e.g. locate Australia and own country on world map
* read aloud from simple, familiar texts
* make predictions about the text, e.g. from the title, pictures, diagrams etc.
* give a personal response to a text, e.g. draw characters from a story, show enjoyment
* find information in the text, i.e. locate specific information
* complete simple activities around the text, e.g. sequence a series of pictures, draw characters, classify/group words
* respond to questions about a familiar text
* with support, interpret the demands of simple task instruction and questions
* show interest in books, e.g. enjoy library sessions and actively seek books to borrow.

**Stage SL: Cultural conventions of language use**

**At the end of Stage SL, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* show understanding of some basic conventions of book layout, e.g. indicate that illustrations or diagrams relate to text, understand books have titles, etc.
* understand the direction of English text, i.e find the beginning and end of a book, hold it the right way up and track words from left to right, turn pages one at a time, from left to right
* begin to select texts that are appropriate for level, i.e. use pictures, title, size of text, and length of text to make choice
* use information presented in a graph or table, e.g. read simple timetables
* understand basic maps
* show basic understanding of differences between fiction and non-fiction texts, e.g. can distinguish between a story about personal experience and a narrative through purpose, topic and layout
* begin to understand the conventions of reading text on a computer screen, e.g. scroll down, zoom
* show awareness that texts, illustrations and class-produced texts are created by people to share a message
* show understanding that print contains a consistent message, e.g. recognise beginnings and endings of familiar texts.

**Stage SL: Linguistic structures and features**

**At the end of Stage SL, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* recognise the upper and lower case letters of the Roman alphabet
* name most letters of the alphabet
* relate most letters of the alphabet to sounds
* recognise some common letter combinations, e.g. ch, sh, -at, -er, -ing
* recognise that words are separated by spaces
* recognise some familiar words or phrases, e.g. from charts, labels, books and posters
* read a range of high frequency sight words
* match some familiar spoken words with written words
* group familiar words according to their meaning/subject matter, e.g. classifying/sorting activities, thinking about similarities and differences
* sequence words to make simple familiar sentences
* identify beginning and end of sentences, e.g. recognise full stops and capital letters
* read sentence structures which have been practised orally
* understand common personal pronouns and simple time markers, e.g. I, you, he she, it, we, they, and time markers such as ‘today’, ‘yesterday’
* interpret basic punctuation when reading aloud, e.g. full stops, question marks
* identify initial letter in words to sequence in alphabetical order, e.g. can order a set of flashcards based on initial letter
* locate letters on a keyboard
* locate and use frequently used functions on the computer menu bar, e.g. file.

**Stage SL: Maintaining and negotiating communication**

**At the end of Stage SL, students may use the following strategies to assist them to read and comprehend texts:**

* sub-vocalise, i.e. read aloud quietly/whisper, when reading a text or when the teacher is modelling a text
* read with or slightly after the teacher
* model the teacher’s intonation patterns, e.g. when reading a well-known text
* use knowledge of patterns of oral language, e.g. from chants, songs and texts with repetitive structures
* listen for key words in a shared reading text, e.g. names of characters
* scan classroom posters, charts and texts to identify words to use in new contexts
* attempt new words based on initial letter, e.g. b for book
* reread memorised material, e.g. a rhyme, song, repetitive texts
* track text with finger
* use ‘look, say, cover, write, check’ strategy for learning spelling
* use pictures to assist understanding
* use intonation, repetition and illustrations to enhance understanding of texts
* use illustrations and other visual support to predict the content of the text
* use knowledge of the shape and sounds of words to read text
* follow simple procedural instructions with visual cues
* use knowledge of sight vocabulary
* rely on teacher’s reading and interpretation of texts as a model for own response and understanding
* read aloud from familiar texts
* use picture dictionary to find unknown words.

### Stage SL – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **SL beginning**  **(S0.1)** | **Students beginning to work towards the standard at SL** experiment with a range of drawing and writing implements, such as pens, pencils, crayons, and rulers, but not for communicative purposes. They might, however, use drawings in an attempt to convey meaning or a story. With assistance, they can copy and trace letters and numbers, demonstrate an awareness of writing and layout conventions of text (e.g. left to right, spaces between words, and the position of a heading or title), and form and place letters on line. They have begun to experiment with the computer as a writing tool, such as recognizing letters on the keyboard. |
| **SL progressing towards**  **(S0.2)** | **Students progressing towards the standard at SL** have begun to expect that writing is part of school learning. They have begun to write letters and numbers independently, and have begun to experiment with punctuation, including upper and lower case. With prompting, they can check the accuracy of their own writing against the original. With assistance, they have begun to use very basic strategies to support their own writing, such as sounding out words phonetically, using a simple dictionary or word list, or using ‘look, say, cover, write, check’ to learn new words. |
| **SL Standard**  **(S0.3)** | **At Stage SL**, in a limited range of familiar contexts, students write short, grammatically-simple texts based on well-rehearsed spoken and well-practised written English. They write simply for a range of basic classroom and personal purposes such as making lists, writing simple journal entries and notes, and complete activities following models. They demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose. Their texts use familiar sentence patterns from well known texts or classroom models. They begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line, and basic punctuation. They leave appropriate spaces between words. They attempt to write some new words using their limited knowledge of the sound-letter system of English, personal dictionaries and glossaries, resources in the classroom, and by asking for assistance. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage SL: Texts and responses to texts**

**At the end of Stage SL, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* contribute ideas, words or sentences to a class or group story
* communicate simple messages, ideas and experiences through drawing
* make some comments about their drawings
* combine writing and drawing to create a short, simple text about a familiar topic
* show awareness that English writing consists of words formed by letters, and sentences made up of words, e.g. leave spaces between words
* use copied words or sentences to write simple messages
* write familiar words and simple sentences independently with enough accuracy to convey meaning
* complete simple modelled sentences with information about self and experiences, e.g. ‘My name is ...’
* show some understanding of the purpose of simple writing tasks
* construct simple tables of information, e.g. students’ countries of origin, ages, with assistance
* label familiar pictures and simple maps
* approximate conventional letter formation
* trace/draw shapes and lines, e.g. letters, straight lines, circle, square
* use computer as a writing tool
* use a range of drawing and writing implements to communicate, e.g. pens, pencils, crayons, rulers.

**Stage SL: Cultural conventions of language use**

**At the end of Stage SL, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* show an awareness of purpose and audience when presenting work, e.g. preparing a birthday card or poster
* begin to use appropriate layout conventions with familiar text types, e.g. write a heading
* write from left to right
* complete simple personal information forms
* plan and write simple short texts for specific purposes, e.g. a list for shopping, a caption for an illustration or photograph
* use appropriate materials for a particular writing task, e.g. chart, diary, formats, map or poster
* size writing appropriately for different tasks when provided with a model, e.g. paper or line size, length of text used.
* expect to write as part of school learning
* form and place letters on the line, e.g. aware of shape and positioning of letters
* demonstrate basic keyboard skills, e.g. use shift key, space bar.

**Stage SL: Linguistic structures and features**

**At the end of Stage SL, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* write dictated letters of the alphabet relating the sound to the letter
* demonstrate awareness of some sound-letter relationships, e.g. represent new words by initial letter
* consistently write the same letters and numbers the same way
* experiment with punctuation and use of capital letters
* leave suitable spacing between copied or written words
* spell familiar simple words correctly
* attempt to spell unknown words phonetically, initial sound/letter usually correct
* use language reflecting early stage of oral language development to label personal drawings, e.g. live here, go to play
* experiment with punctuation and use of capitals, leave suitable spacing between copied or written words
* use basic conjunctions to connect ideas, e.g. and, but
* write sentences which may not follow standard word order, e.g. car blue
* demonstrate basic mouse manipulation skills
* reproduce a simple handwritten text in word-processed format with some assistance
* draw on conventions for organising information, e.g. write on lines, group information within a sentence
* draw on the language practised daily to write about a familiar topic
* write language practised orally.

**Stage SL: Maintaining and negotiating communication**

**At the end of Stage SL, students may use the following strategies to assist them to write texts:**

* copy correctly, e.g. words, sentences, short paragraphs, illustrations from reading texts
* check accuracy, i.e. of copied text against an original
* use illustrations to provide more detail to a written text
* use ‘look, say, cover, write, check’ strategy to memorise new words
* initiate writing tasks, e.g. copy words from environmental texts, record new words in personal dictionary
* seek assistance from teachers or peers for an English word or phrase and how to write it
* incorporate familiar patterns in own writing
* use structures from group writing, such as wall stories or shared books as the basis for independent writing activities
* use class-produced letter-sound book, dictionary and topic books to recall language covered in class as the basis for independent writing activities
* use a personal journal to experiment with expressing ideas
* practise writing, e.g. practise tracing and writing letters, words, numbers, from charts or an alphabet strip
* imitate modelled handwriting.

### Stage S1 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S1 beginning**  **(S1.1)** | **Students beginning to work towards the standard at S1** can communicate using formulaic language and simple, well-rehearsed grammatical features of their limited English repertoire. They recognize the use of stress and intonation within language according to context and situation and have begun to use it in some familiar interactions and to imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts but cannot necessarily respond in English. They understand the basic subject–verb–object grammatical pattern, common regular and irregular verbs, and basic prepositions and connectives related to most routine social and school needs but cannot use them accurately. They use some very basic strategies to initiate and sustain simple conversations in English, such as a smile or nod, and can repeat and re-pronounce as necessary. |
| **S1 progressing towards**  **(S1.2)** | **Students progressing towards the standard at S1** are still dependent on slow careful speech and face-to-face contact but have begun to identify essential information from short simple texts relevant to their personal experience or familiar topics with teacher support. They demonstrate an ability to recognize the situational and contextual use of word stress, rhythm, and intonation by attempting to adjust their own responses accordingly. They have begun to take their own initiative to initiate interaction with others (e.g. ask for a library book or give simple instructions), and respond confidently when encountering familiar, formulaic and routine questions. They observe others and are attempting to add to their own repertoire of listening and speaking behaviours, including the giving of and responding to non-verbal cues. There are still frequent examples of a transfer of knowledge of the structure of spoken texts and discourse patterns from their first language to English. |
| **S1 Standard**  **(S1.3)** | **At Stage S1**, students communicate simply but effectively in English in a limited range of familiar social and classroom contexts, and when learning in contexts across the curriculum. They negotiate meaning and interact with others using formulaic language, short simple and well-rehearsed grammatical features and creative adaptations of their limited English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives. They use these with varying grammatical accuracy to express ideas and preferences and provide simple explanations and descriptions. They understand common instructions and questions and simple descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English

**Stage S1: Texts and responses to texts**

**At the end of Stage S1, students can routinely use spoken English to do the following things:**

**Receptive**

* understand enough to extract essential information, such as gist and many details, from short, simple texts relevant to their personal experience, e.g. in short conversations
* depend on slow careful speech, face to face contact and familiar topics
* begin to understand context-reduced spoken texts, i.e. are less dependent on immediate contextual support such as pictures
* follow simple oral instructions with several steps
* respond to simple controlled English which relates to common, familiar school routines
* comprehend a simple oral text, e.g. instructions read by teacher
* identify single items of vocabulary, from short, familiar spoken texts supported by the context or the teacher
* respond to word stress, rhythm and intonation to work out the most important elements of communication
* respond appropriately to a range of commonly encountered questions using short, familiar formulae or expressions, e.g. simple recounts, descriptions, instructions
* may recognise a few fragments of a conversation between native speakers, but would not normally be able to identify topic or participate in any way
* understand a simple recount from a peer based on a classroom written model

**Productive**

* express meanings through short, simple utterances, using familiar or practised vocabulary
* exchange information in an unrehearsed oral interaction, e.g. respond to questions about name, country of origin from a visitor to the classroom
* negotiate transactions in different contexts, e.g. ask to borrow a book from the teacher, from the library, from a friend
* give simple oral instructions with several steps
* recount a short familiar event, in detail, attempting to use past tense with variable accuracy
* transfer some vocabulary or structures learnt in immediate-needs topics to subject-based topics
* produce or comprehend short utterances such as statements, questions, instructions, requests and commands
* correctly use single clause utterances to express a variety of language functions
* attempt multiple clause utterances to express a variety of language functions, e.g. Can I leave at 2:30 because I have appointment?
* contribute with relevance and reasonable comprehensibility to short dialogue/classroom interaction on a familiar topic
* respond appropriately to a range of commonly encountered questions using short, familiar formulae or expressions, e.g. simple recounts, descriptions, instructions.

**Stage S1: Cultural conventions of language use**

**At the end of Stage S1, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* understand key vocabulary with contextual or teacher support
* observe and imitate social behaviour in speaking English
* attend to what others are saying
* respond to tone of voice and changes in intonation, e.g. feelings, simple humour

**Productive**

* experiment with key routine social words and short phrases they hear
* use familiar formulaic expressions to greet and respond to greetings, e.g. How are you today? Good thanks
* use simple polite expressions appropriately, e.g. please, thank you.
* speak differently in greeting a teacher or friend in the yard
* use appropriate structure to open and close conversations
* ask questions about concepts such as colour, time and place
* show an understanding of when to use common polite forms, e.g. Excuse me Miss, Would you like one?
* have very limited register flexibility but may demonstrate knowledge of some features of a specialist register experienced in the classroom
* transfer knowledge of the structure of spoken texts and discourse patterns from their first language to English, though there may be some cultural difference, which can cause some difficulty, e.g. call the teacher ‘ Teacher’ rather than by name or ‘Miss’
* are able to use basic collaborative language in co-operative group work, e.g. for affirming (yes, good) disagreeing (no, no good), staging language (next, OK).

**Stage S1: Linguistic structures and features**

**At the end of Stage S1, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* **recognise when a question is being asked and attempt to answer in existing English, e.g. to give a reason** or express an opinion
* identify key vocabulary and ideas
* comprehend and use simple vocabulary and structures presented and practised in class

**Productive**

* use features of the English tense system, e.g. past tense in recounts, imperative in procedures, with intensive context-enriched ESL support
* use present simple and present continuous tenses correctly
* attempt to use familiar irregular and regular past tense, e.g. went, saw, walked
* choose appropriate syntactic form – question, statement, command
* use simple interrogatives, e.g. who, where, what, when, why
* use simple possessive pronouns, e.g. my/your/his/her
* use and respond to yes/no questions, e.g. yes, I am, no, I’m not
* use common contractions, e.g. I’m/she’s
* use plurals of countable nouns, e.g. books/desks
* use some irregular plurals of countable nouns, e.g. sheep, children, ladies, men
* use some simple quantifiers, e.g. some/a few/many/any
* use subject and object pronouns appropriately, e.g. John saw her. She saw John.
* use simple cohesive devices, such as personal pronouns, e.g. he/she/it
* use common prepositions of place and time, e.g. in, on, at, in Melbourne, on Monday
* use introductory it and there, e.g. It is hot; there is/are a book/s
* sequence events chronologically using time markers
* use stress or intonation appropriately in simple utterances, e.g. use rising intonation when asking simple questions, stress key words in short utterances
* use simple coordinating conjunctions, e.g. and, but, and some simple subordinating conjunctions, e.g. after, because, to link clauses
* negate using mostly correct forms such as ‘I don’t like maths’, ‘She hasn’t got a sister’
* use some different question forms (but not yet tag questions)
* attempt to extend utterances but have some difficulty sustaining coherent structures unless they are well rehearsed.

**Stage S1: Maintaining and negotiating communication**

**At the end of Stage S1, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* imitate short utterances of others and memorise a number of formulaic expressions, e.g. Excuse me, Miss
* are beginning to be able to transfer their first language cognitive academic language skills to their learning in English, and to draw on their first language content background knowledge
* use self correction and peer assessment to check appropriateness of forms
* transfer knowledge of the structure of spoken texts and discourse patterns from their first language to English, though there may be some cultural difference, which can cause some difficulty.

**Productive**

* use simplified utterances rather than sentences to convey meaning, e.g. Car broken
* use circumlocution when the correct word is not known, e.g. ‘a car for fly’ instead of ‘a plane’
* transfer some simple language structures to other contexts, e.g. We go to sport on Monday. We go to Art on Tuesday. We go to beach on Saturday.
* use non-verbal strategies, such as gesture or mime, to elicit support from the listener
* use existing English in different contexts to perform different functions, e.g. 'Go home Miss.' to mean 'May I go home?' or 'He’s gone home.'
* use sentence patterns from first language to communicate ideas, e.g. ‘the house white’, ‘I very like swimming’
* apart from formulaic expressions, speak using fragmented utterances as they transfer and combine learned patterns, e.g. 'Yes, I have new friend … many new friend.', 'Because different my language I can’t understand many thing.'
* begin to speak more confidently and quickly, which may affect intelligibility due to unsure stress and intonation, taking breaths between words, not running on words, or pronouncing final consonants
* draw to a large degree on their first language, which may be demonstrated in pronunciation, stress and intonation patterns and in some hesitation.

### Stage S1 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S1 beginning**  **(S1.1)** | **Students beginning to work towards the standard at S1** can recognize the basic conventions of written texts in English, such as start and end of books, titles, paragraphing, etc. They participate in shared reading activities by attending to the main reader, and may use their finger to track text as they listen. They attempt to draw on support from other resources to help them with the written text, such as sounding out words or using a bilingual dictionary. They are confident at attempting text that appears on computer screens and are able to recognize the letters on a keyboard. |
| **S1 progressing towards**  **(S1.2)** | **Students progressing towards the standard at S1** have begun to get the basic gist of short texts on familiar topics, although they have difficulty discussing what texts mean beyond the basic literal level. They have begun to use the conventions of texts, such as titles, illustrations, and sub-headings, to help them gain meaning. Although they might still make mistakes, they are aware of punctuation and attempt to modify their reading aloud accordingly although they may require reminders and guidance. |
| **S1 Standard**  **(S1.3)** | **At Stage S1**, students read and comprehend a range of short, simple, familiar factual or fictional ESL or teacher-developed texts. They understand a range of basic written instructions and questions in context. They discuss texts at a simple literal level, and show some understanding beyond the literal level. They demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make simple predictions about texts. Students read new texts with support, combining their developing knowledge of English sound–letter relationships, their developing sight and oral vocabulary, their beginning knowledge of the conventions of print and text organisation in English, and their emerging knowledge of English grammar. They read some common letter combinations and make logical attempts at reading new words. They use appropriate stress, intonation and phrasing when reading aloud known texts, showing an understanding of the function of basic punctuation. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage S1: Texts and responses to texts**

**At the end of Stage S1, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* retell ideas from short familiar factual or fictional texts
* recall sequence of key events in narratives, recounts and other texts
* understand common familiar signs and labels in the classroom and school environment
* extract specific information from simple charts, tables or maps
* find directly stated information in text or illustration
* give a personal response to a short familiar text
* demonstrate understanding of texts by, e.g. answering simple questions, indicating true/false statements, sequencing information
* answer literal comprehension questions based on simple factual or fictional texts
* answer basic interpretive comprehension based on simple factual or fictional texts
* read with understanding a range of simple texts based on predictable language structures and vocabulary
* follow simple written texts while listening to them read aloud at a moderate pace
* demonstrate understanding by performing task, e.g. follow written instructions
* read aloud unfamiliar texts of an appropriate level, e.g. graded novels
* attempt to read aloud fluently familiar texts, e.g. short teacher developed texts and basic published texts that have been introduced in class
* read fluently basic vocabulary or phrases, or those learnt in spoken contexts with comprehensible pronunciation
* read structures which have been practised orally.

**Stage S1: Cultural conventions of language use**

**At the end of Stage S1, students’ understanding of the contexts and purposes of the texts they read is shown** **when they:**

* identify the basic purposes and likely audiences of different text types, e.g. magazines, books, comics
* gain meaning using headings, captions or illustrations in short, simple texts
* draw on background or content knowledge to perform text-related tasks, e.g. sequencing activity matching sentences to visuals
* use background knowledge to predict the content of a text, e.g. examining front cover
* discuss the relationship of texts read and viewed to previous experience and culture
* identify purpose of task in written instructions, e.g. show maths formula, answer questions, write paragraphs.

**Stage S1: Linguistic structures and features**

**At the end of Stage S1, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* show an understanding of sentences which use basic subject–verb–object sentence patterns
* recognise basic word order in sentences
* identify the referents of some simple cohesive devices, e.g. this, that, those
* show an understanding of the function of basic coordinating and subordinating conjunctions, e.g. and, but, within or between sentences
* recognise and follow common imperatives
* recognise paragraphs in texts
* follow simple time sequencing and recognise time adverbials
* show an understanding of simple punctuation, e.g. pause appropriately at full stops and commas.

**Stage S1: Maintaining and negotiating communication**

**At the end of Stage S1, students may use the following strategies to assist them to read and comprehend texts:**

* imitate modelled pronunciation/stress and intonation when reading aloud
* use a text title or supporting picture to suggest the content of a text
* attempt to pronounce new words when reading aloud, using basic understanding of the letter–sound relationships of English
* use key words to understand the gist of short texts
* use knowledge of the text to predict events, phrases and words and so gain meaning from the text
* use knowledge of the patterns in oral and written language to predict the text
* use knowledge of what words/letters sound like to predict the meaning of the text
* draw on support in the classroom environment as well as a bilingual dictionary to translate the meaning of unfamiliar words
* identify key vocabulary in instructions
* use classroom visuals, e.g. signs/labels/charts/maps
* use visual support to interpret meaning, e.g. charts, diagrams, illustrations.

### Stage S1 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S1 beginning**  **(S1.1)** | **Students beginning to work towards the standard at S1** attempt to write down words they have heard or said, but this will usually not be with accurate spelling. They will rely heavily on proformas and other model texts as scaffolding to produce extended pieces of writing longer than a phrase or sentence with teacher guidance but are not yet aware that different text types are used for different purposes. They tend to focus on producing a final product, rather than recognizing that the act of writing is a process that involves planning, revision, and editing. |
| **S1 progressing towards**  **(S1.2)** | **Students progressing towards the standard at S1** have begun to attempt their own sentences, although the focus is on meaning rather than grammatical accuracy. Most sentences tend to follow a basic subject-verb-object pattern, but with varying degrees of accuracy. Their texts demonstrate a growing awareness of differences between text types, especially in terms of overall organisational features and structure, although their ability to demonstrate this in their own writing is still very rudimentary. With assistance, they can review their writing and identify aspects that might be changed or revised. |
| **S1 Standard**  **(S1.3)** | **At Stage S1**, students write for a range of basic classroom and personal purposes, making lists, writing simple journal entries, notes, descriptions, recounts of events, and instructional texts. Their basic sentences and short texts are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into coherent texts, incorporating basic headings, sub-headings and paragraphs. They correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions. With support they plan their texts and provide some additional information through illustrations and diagrams. They utilise a range of strategies for finding and spelling words, using spelling patterns, and checking resources. They use basic word processing features to write and present their texts. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage S1: Texts and responses to texts**

**At the end of Stage S1, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* participate in shared/modelled writing activities, e.g. joint editing
* label pictures with vocabulary learnt or practised in class
* write correctly simple sentences about pictures or experiences using vocabulary and structures practised orally
* use models to write simple texts for different purposes, e.g. recount, description, instruction, procedure, narrative
* use and experiment with known structures in familiar writing contexts
* write short, simple texts for social purposes, e.g. thank you letter
* write short simple texts made up of simple sentences or statements approximating sentences relating to familiar topics encountered in class
* write narratives with incomplete or uninteresting endings
* write short factual texts on familiar content made up of simple sentences or statements approximating sentences
* write to communicate personal ideas as well as some subject-based text types, e.g. narratives, descriptions, explanations, recounts
* write short texts for different academic purposes, based on modelled structures, e.g. recounts, descriptions, instructions.

**Stage S1: Cultural conventions of language use**

**At the end of Stage S1, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* use modelled features appropriate to text type, e.g. attempt to use past tense in a recount
* use text types that are appropriate to particular purposes and audiences
* choose appropriate format for a writing task, e.g. letter, essay
* show some organisation of subject matter, e.g. beginning, middle, end, and write according to structure of text genre
* use simple text formats with support, e.g. genre structures and features
* suggest vocabulary items appropriate to the topic and text in jointly constructed texts
* represent relevant information/findings in a diagram
* choose format appropriate for data being displayed, e.g. map, table
* use headings/labels appropriate to content/diagram type
* begin to identify purpose of text type
* choose appropriate layout.

**Stage S1: Linguistic structures and features**

**At the end of Stage S1, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* attempt paragraphs and topic sentences
* write using short sentences/statements; conjunction and references are explicit and repetitive, typical of spoken mode
* use subject-verb-object (SVO) word order in simple sentences, e.g. ‘I learn English’, ‘Yesterday we watch video’
* use single clauses or coordinating and subordinating conjunctions to combine clauses, e.g. ‘when they arrive, they knocked on door but nobody answer’
* draw on the clause types practised orally to carry out writing tasks which relate to the same topics
* write language practised orally
* use formulaic phrases, however these may contain errors as students experiment with English, e.g. Once upon a time in a far, far away
* use common time markers to link and sequence ideas
* link ideas using simple conjunctions, e.g. and, then
* use a limited number of advanced subordinating conjunctions, e.g. as, when, until
* show logical sequence of ideas or events using simple sequence markers, e.g. ‘First we ... , Then ...’
* use pronouns and basic referents to maintain cohesion and avoid repetition, e.g. ‘Mary came to school early. She felt very tired.’
* show varying accuracy in tense, subject-verb agreement and articles
* use single word subjects
* use noun-pronoun agreements with few errors
* use some common irregular past tense verbs correctly, e.g. went, bought, woke
* experiment with different tenses but with limited accuracy
* use imperative form
* use basic qualifiers and quantifiers to express a range of meaning, e.g. very, some, all
* incorporate introduced subject-specific vocabulary into simple sentences, e.g. ‘Tadpoles have gills but frogs have lungs’
* use time adverbials plus the simple present to show past time, e.g. yesterday we go to the library
* rely on phonetic spelling to write unfamiliar words
* spell frequently used words and one and two syllable words with common patterns with reasonable accuracy
* use punctuation with some consistency, e.g. full stops, capitals, commas and question marks.

**Stage S1: Maintaining and negotiating communication**

**At the end of Stage S1, students may use the following strategies to assist them to write texts:**

* contribute to a shared plan
* make suggestions on how to begin a simple text about a familiar experience or topic studied in class, with appropriate elicitation from the teacher, e.g. ‘Yesterday we went to zoo’, ‘There are nine planets in solar system’
* use simple repeated formulae to generate and structure writing, e.g. ‘I went ... then I ... and then ...’
* use limited language resources to create desired effects, e.g. ‘very, very sad’
* draw on experience of language patterns in controlled writing activities to express ideas rather than relying on a dictionary to translate from the first language
* use familiar vocabulary, structures, phrases
* model writing on other texts
* use text proformas to guide writing
* write a text focusing more on meaning than grammatical accuracy
* read text to an audience, either teacher or peer and make changes to the original text in light of the audience’s comments
* with support redraft text, incorporating corrections and suggestions, e.g. correct spelling, change word order on electronic text
* attempt to correct some of own writing, e.g. spelling, structures
* refer to dictionary, class lists, previous work to record and find words
* use graphophonic knowledge to attempt to spell unknown words
* overgeneralise spelling patterns.

### Stage S2 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S2 beginning**  **(S2.1)** | **Students beginning to work towards the standard at S2** can respond to a short sequence of instructions and questions related to classroom activities and immediate social and familiar topics with scaffolding. Although they may still make mistakes, students will have gained the confidence to initiate giving information or assistance, and attempt to use the language creatively beyond set formulaic expressions for well rehearsed tasks, such as describing ideas or objects, or giving an impromptu talk or story on a familiar topic. Although they might not yet be able to use it effectively, they demonstrate an awareness that language changes between social and formal contexts, including academic registers in the classroom and across the curriculum. |
| **S2 progressing towards**  **(S2.2)** | **Students progressing towards the standard at S2** attempt to use their growing repertoire of language in classroom situations to express ideas in relation to subject matter, verbalise the thinking processes related to abstract ideas and problem solving, and contribute to, and interact with, groups to arrive at a joint conclusion. They can generally cope with oral discourse that includes increasing amounts of colloquial language, although a lack of awareness of cultural references might still seriously impede meaning in many cases. They have begun to develop a language for talking about language, including cultural differences related to communication, and appropriateness of forms of politeness according to context. They have begun attempts to vary the modality of utterances appropriate to context (e.g. would/could/can), and a diversified range of vocabulary to convey the same idea (e.g. pretty, nice, beautiful). |
| **S2 Standard**  **(S2.3)** | **At Stage S2**, students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and awareness of Australian cultural expectations appropriately. With support in academic contexts, they extract some specific information from accessible audio-visual texts and understand the gist of teacher explanations involving familiar subject specific vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structure and features of extended texts, by using appropriate stress, intonation and pausing, eye contact, and modelled introductory and concluding sentences. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English

**Stage S2: Texts and responses to texts**

**At the end of Stage S2, students can routinely use spoken English to do the following things:**

**Receptive**

* extract specific information from short spoken or visual texts, using guide questions from the teacher
* comprehend the gist of a range of simple instructions, descriptions, explanations
* interact in English with peers in pair or group work activities in familiar contexts
* follow a short sequence of instructions related to classroom activities, e.g. ‘Divide your page into two columns. Label the columns A and B. Then number the rows 1 to 20’ etc.

**Productive**

* give information or assistance when requested, e.g. ‘The office is down there.’
* express simple opinions, describe feelings, e.g. ‘I feel sorry for him because …’
* use descriptive language to describe an object, place or idea, e.g. ‘It’s got brown fur, is big and has long claws.’
* give a short impromptu response on a familiar topic
* present a short prepared formal talk (at least 3 minutes), supported by notes and props (e.g. a photo etc.) on a researched topic, with heavy word-for-word reliance on their written text responding to straight forward follow up questions
* transfer language structures and functions from personal contexts to subject-based contexts e.g. ‘Both Hien and Nam are from Vietnam’, ‘Both the Arctic and the Antarctic are polar zones’
* recount the steps in a problem solving activity with teacher support
* give a short sequence of instructions related to classroom activities
* communicate intended meaning on simple familiar topics without the listener needing to seek clarification
* attempt to express complex thoughts and feelings in English, but rely on attentive conversation partner who asks for clarification paraphrasing etc. to do so successfully
* take part in role-plays of familiar settings with one part given, and the other part devised by students
* initiate a change in topic within a conversation, e.g. ‘By the way …’.

**Stage S2: Cultural conventions of language use**

**At the end of Stage S2, students’ understanding of the contexts and purposes of spoken texts is shown when** **they:**

**Receptive**

* use simple, modelled language appropriately in familiar contexts to give instructions, describe, explain
* show an awareness of formal/informal register/colloquial language, e.g. See you later Miss.
* interact appropriately and with some degree of confidence with the wider community, e.g. using public transport, discussing course selection with teachers from mainstream schools, asking questions during excursions
* are familiar with a limited range of frequently occurring colloquialisms, but colloquial speech and utterances with many cultural references will seriously impede comprehension
* recognise emotive uses of interpersonal language on a familiar topic related to needs, interest or background and in a familiar social situation, e.g. in anger or annoyance, using stressed vocatives and descending intonation in tag endings

**Productive**

* contribute to a group problem solving task, reaching a joint logical conclusion
* demonstrate the use of intonation to affect the intended message of an utterance
* talk about cultural differences related to communication such as stance, hand gesture, head movements, eye contact
* talk about the appropriateness of forms of politeness in different contexts
* have very tentative use of polite request forms, e.g. would, could, and some ability to vary the modality of utterances appropriately, e.g. can/could.

**Stage S2: Linguistic structures and features**

**At the end of Stage S2, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* distinguish, with guidance, different intonation patterns, e.g. for questions, statements, lists etc.
* understand the meanings conveyed by different pronouns and conjunctions
* extrapolate word stress, rhythm and intonation patterns from familiar topics or contexts to deal with unfamiliar material

**Productive**

* usually use appropriate pronouns and an increasing range of coordinating (and, but, or) and subordinating conjunctions (after, because, before, if, while), to link ideas, e.g. ‘She waited for Alex at the station but he didn’t come.’
* are increasingly aware of the appropriate use of pauses to make extended utterances more intelligible
* sometimes use stress to emphasise key words in sentences, e.g. Birds don’t have **fur** they have **feathers**
* pronounce the basic elements of the English sound system well enough to be understood
* carry out short, spoken interactions in subject-based activities using a variety of text types
* use standard and non-standard forms such as ‘I can’t play soccer’ ‘Do you know where is it?’
* appropriately use a wide range of question forms, e.g. Could you tell me …? What was she doing …? How long was the river …?
* use adverbial phrases, pronouns and irregular past tenses with some accuracy
* use a small range of vocabulary to convey shades of meaning, e.g. good, fine, terrific, wonderful, excellent
* use compound and complex sentences with some success.

**Stage S2: Maintaining and negotiating communication**

**At the end of Stage S2, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* deduce the meaning of some unknown words from context cues
* repeat sentences, modelling aspects of the rhythm, intonation and pronunciation of the other speaker
* often show remarkable ability and ease of understanding, but under excitement or pressure may lose comprehension
* be less dependent on a supportive conversation partner and have little need to ask for repetition or reformulation, especially if the topic is familiar
* take notes when listening to simple texts following structure provided by the teacher

**Productive**

* initiate and maintain exchanges, e.g. using simple conversational openers, turn taking, leave taking
* make direct appeals for assistance, e.g. ‘How to say this in English?’
* make some extended utterances by experimenting with known features or vocabulary to express new meanings
* use pauses and fillers (ah, um) appropriately to allow ordering of thought.

### Stage S2 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S2 beginning**  **(S2.1)** | **Students beginning to work towards the standard at S2** have begun to develop the confidence to attempt a wider range of different texts on unfamiliar topics, such as newspaper articles, but will still require the close support of the teacher. They have begun to recognize that written text can also express emotions. They also have a basic awareness that different types of texts are used for different purposes, such as fictional texts and non-fictional texts, and creative writing styles (e.g. poems), lists, etc. |
| **S2 progressing towards**  **(S2.2)** | **Students progressing towards the standard at S2** have begun to use strategies and resources other than the teacher to read more difficult texts, such as self-correction, peers, and ICT resources (e.g. web sites, CD-ROM). They can retell simple, familiar texts in their own words that require an understanding of textual coherence. They will also attempt to give their own personal impression of a text. They demonstrate an ability to draw on their own background knowledge and other cultural or contextual information to construct meaning from text, rather than relying on the literal meaning alone. |
| **S2 Standard**  **(S2.3)** | **At Stage S2**, students read and comprehend a range of short, familiar fictional and factual ESL texts and, when well-supported, some unfamiliar texts. They show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings, sub-headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes. They extract some simple specific information and the main ideas from factual texts. They show awareness of how some connectives link and sequence ideas within a text. They read-on and consider the context when deducing the meaning of unknown words. They read aloud with a degree of fluency and draw upon their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and sound–letter relationships to read new words and self-correct. They select basic texts appropriate for particular reading purposes. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage S2: Texts and responses to texts**

**At the end of Stage S2, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* give a personal response to a short text
* retell ideas or events from familiar texts
* identify the main idea in short fictional and factual texts using guide questions
* locate specific information in fictional and factual texts using guide questions
* extract specific information from subject-based diagrams, graphs, and charts
* read basic, familiar classroom instructional texts, e.g. simple procedures
* begin to read longer, more complex texts with support from teacher
* access information from an appropriate ESL ICT resource, e.g. web site, CD Rom
* make connections between ideas stated directly and close together, e.g. predict ending, infer feelings, link diagram and label, link cause and effect with support
* respond to creative texts, such as accessible poems and short stories showing a developing understanding of key events, characters and issues
* choose accessible yet challenging texts for themselves to read and enjoy
* read and comprehend a simple teacher modified newspaper article
* demonstrate understanding of idea organisation produced by different reference forms, e.g. pronouns, articles
* show awareness of how some connectives link and sequence ideas within a text, e.g. then, and so
* interpret items of information from a simple unfamiliar text.

**Stage S2: Cultural conventions of language use**

**At the end of Stage S2, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* recognise emotions being expressed by a character in a short narrative
* display some comprehension beyond the literal level in familiar texts, e.g. suggest possible explanations for a character’s actions in a short story or extended text such as a film
* show awareness that different cultures may have different interpretations of a text, e.g. a character’s motivations
* identify different forms of text, such as narrative, factual text, poetry, e.g. through layout of text and content organisation such as the title and chapter headings
* make predictions about what will happen in a text and read on to find out if they were correct, e.g. ‘I think … will happen next.’ ‘I hope there is a happy ending.’
* recognise different forms of narratives (e.g. horror, romance)
* interpret texts by looking for both literal and implied meaning, e.g. use syntactic, logical and cultural clues to work out the meaning of unknown words in the text
* adjust reading style in response to the demands of the text and the reading task, e.g. scanning the text to get particular information or skimming to get the gist
* interpret the way information is organised in texts, e.g. layout, illustrations, headings.

**Stage S2: Linguistic structures and features**

**At the end of Stage S2, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* identify links produced by a range of pronouns, e.g. he, they, these
* use basic features of a web site appropriately, e.g. move between pages using the links provided
* identify cohesion of ideas produced by related vocabulary
* display an understanding of the function of punctuation marks, e.g. when reading aloud, pauses at appropriate points in the text, adjusts speech to reflect dialogue
* link reference items on a sample text, e.g. As the moon moves around the earth it controls the tides
* read texts that contain compound and complex sentences of two or three clauses
* identify some basic organisational features of texts, e.g. procedure, recount, report, argument
* identify some basic language features of texts, e.g. imperative in procedures, past tense in recounts
* use basic features of a web site appropriately, e.g. move between pages using the links provided.

**Stage S2: Maintaining and negotiating communication**

**At the end of Stage S2, students may use the following strategies to assist them to read and comprehend texts:**

* use a repertoire of strategies to read familiar and basic factual and fictional texts
* use background or content knowledge to deduce meanings of words or phrases
* use organisational features to access information from appropriate texts, e.g. table of contents, index, headings, main ideas and supporting details
* derive meaning of some new words from base words and context, e.g. run, runners, rerun
* focus on a text and read silently for an extended period
* predict what is coming next, using semantic and syntactic cues within the text
* get the gist of an article, e.g. from a magazine, by focusing on subheadings and the first line(s) of each paragraph
* make inferences from familiar and new material.

### Stage S2 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S2 beginning**  **(S2.1)** | **Students beginning to work towards the standard at S2** demonstrate a range of strategies that help them to become independent writers, such as accessing new words from dictionaries or word lists, and spelling words out phonetically or using other spelling strategies (e.g. mnemonics). Although not necessarily used accurately, their texts begin to include a greater and more creative range of adjectives, adverbs, conjunctions, and variations in tenses. They are also beginning to be more confident at using a wider range of text types (e.g. procedure, report, etc), although they will often rely on assistance and models. |
| **S2 progressing towards**  **(S2.2)** | **Students progressing towards the standard at S2** have begun to use models of text types with a relative degree of independence to produce their own work. With assistance, they can organise the content of a topic at paragraph and topic sentence level, and the overall coherence and structure of texts is becoming more pronounced given their expanding repertoire of connectives, conjunctives, and grammatical structures. They attempt to use direct speech in their texts where appropriate, although it may not be punctuated accurately. They show an awareness of the writing process, including the need to draft, review, and revise, but still require teacher guidance to work through each of these stages productively. |
| **S2 Standard**  **(S2.3)** | **At Stage S2**, students write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying grammatical accuracy. They incorporate subject-specific vocabulary and use taught grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate some basic causal, conditional and temporal relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, sub-headings, tables and illustrations. They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, re-draft and improve their writing by discussing alternative ways of arranging and expressing ideas. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage S2: Texts and responses to texts**

**At the end of Stage S2, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* take part in shared writing activities, e.g. suggest words or phrases
* write some creative or personal texts experimenting with existing English
* achieve different writing purposes for different audiences in familiar topics following model provided
* write texts for social purposes, e.g. letter of invitation, postcard
* write information texts based on modelled language for general school use (e.g. reports) which include familiar language with some specialised terms, e.g. a short explanation of the water cycle, with teacher support
* write narratives that include development of all components, however setting will tend to be more developed than characters, problem and resolution
* write extended texts across the range of school-based genres, e.g. report, recount, procedure, explanation, argument, narrative, with variable success
* present information in a variety of forms, e.g. tables, charts, graphs
* with teacher guidance, organise the content of a topic, at paragraph level, to reflect given/new information, e.g. after a brainstorm, sorting and organising sentences.

**Stage S2: Cultural conventions of language use**

**At the end of Stage S2, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* use modelled subject-specific vocabulary appropriately
* suggest appropriate sentences to begin and end a short text
* enhance own writing with appropriate layout and visual information, e.g. draw a diagram to accompany an information report, choose appropriate computer applications for particular purposes
* use paragraphs to organise ideas in writing
* organise ideas according to principles such as main idea and supporting details
* organise information (beginning, middle, end) and write according to structure of text genre
* show awareness that spoken and oral language are different.

**Stage S2: Linguistic structures and features**

**At the end of Stage S2, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* use mostly standard word order
* begin to write some compound and complex sentences
* understand and use topic sentences
* write a multi-paragraph response to a text or issue showing logical organisation of ideas, with considerable teacher support
* support views with evidence or quotes with substantial teacher support
* link ideas using a range of basic conjunctions, e.g. since, because, so, before
* use a range of reference items to create cohesion, e.g. he, they, these, it
* use prepositions with varying accuracy
* use subject-verb agreement with some accuracy
* use articles appropriately in some well-known contexts, e.g. ‘We saw a film on India. The film was about …’
* use simple verbal groups to establish tense
* use simple past and present tense (simple and continuous) with reasonable consistency and accuracy
* write using various tenses
* include some errors in advanced verb tense, e.g. past perfect
* include longer objects/complements
* use more adverbials, however this area is still limited
* use a varied and appropriate vocabulary
* spell most commonly encountered words correctly
* punctuate direct speech with few errors
* use a range of punctuation consistently and correctly, e.g. full stops, question marks, commas, inverted commas, apostrophes.

**Stage S2: Maintaining and negotiating communication**

**At the end of Stage S2, students may use the following strategies to assist them to write texts:**

* access new words from dictionaries or word lists
* use a drafting process to compose a subject-based text focusing more on meaning than grammatical accuracy
* reflect on own writing through class discussion
* discuss the success of written texts with other students in structured activities
* revise text at the word, sentence or whole-text level based on teacher or peer feedback
* use a range of strategies to find how to spell new words or check up on spellings of known words
* draw on familiar language patterns to communicate ideas instead of relying on a bilingual dictionary
* attempt to express complex thoughts, but in doing so the text may become less coherent and less accurate.

### Stage S3 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S3 beginning**  **(S3.1)** | **Students beginning to work towards the standard at S3** have begun to show confidence in using language and listening to texts that fall outside of familiar situations, including in subject areas across the curriculum. Their spoken texts begin to show a clear structure, but they might not yet include all the necessary words and connectives that make it smooth and coherent. |
| **S3 progressing towards**  **(S3.2)** | **Students progressing towards the standard at S3** have begun to use a range of connectives to produce a single coherent text, including time signals to link ideas and events. They are gaining increasing awareness and control over the subtleties of intonation, stress, and rhythm when using language to gain the audience/listeners’ attention, although they might still have trouble using this effectively themselves. They have begun to experiment with techniques when presenting small talks to a classroom audience, including formal and non-verbal language, audiovisual resources, sequencing words, and inviting/responding to questions. |
| **S3 Standard**  **(S3.3)** | **At Stage S3**, students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss aspects of issues and texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, connectives, conjunctions and modals to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret the gist of accessible spoken and audiovisual texts, and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand the gist of small amounts of abstract and generalised information when appropriate background is provided. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English

**Stage S3: Texts and responses to texts**

**At the end of Stage S3, students can routinely use spoken English to do the following things:**

**Receptive**

* demonstrate some understanding of a limited range of familiar mainstream spoken texts and, in supportive classroom situations, express the gist of ideas and opinions
* listen to/view audiovisual resources for specific information when questions are given beforehand and appropriate background information is provided
* obtain the gist of spoken text on a familiar mainstream topic spoken at close to normal speed but with support, e.g. where a teacher explains concepts or key terms on the board

**Productive**

* engage in structured negotiations with peers and teachers, planning a project, exchanging information in familiar informal and formal classroom situations
* use available repertoire of English to discuss and justify a point of view on a familiar topic
* deliver an extended class talk (at least 5 minutes) responding to follow-up questions, after support and modelling.

**Stage S3: Cultural conventions of language use**

**At the end of Stage S3, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* take account of non-verbal language, e.g. when giving a formal talk consciously establish eye contact with audience rather than referring to notes or prompts
* show an awareness of the interest and past experience of the audience when selecting content and the appropriate level of detail for a class talk

**Productive**

* adapt speech in common classroom interactions appropriate to the particular context and audience
* use some appropriate language of discussion, e.g. give suggestions and opinions; ask for clarification; use an increasing range of expressions, e.g. in my view, I think …
* present a short formal talk demonstrating awareness of the need for an introduction and a conclusion
* incorporate descriptive detail through the use of modifiers, e.g. adverbs, adjectives, levels of possibility, in spontaneous interactions
* use idiomatic and colloquial language appropriately.

**Stage S3: Linguistic structures and features**

**At the end of Stage S3, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* interpret the gist of accessible spoken and audiovisual texts, and, with support, understand the full text
* listen for specific information when questions are given beforehand
* understand the gist of small amounts of abstract and generalised information when appropriate background is provided

**Productive**

* manipulate available spoken English repertoire to communicate in extended but predictable situations suitable to a mainstream context
* use time signals to link extended speech, e.g. Before we started the experiment we ..., At the end of this talk I’ll …
* use a range of connectives, e.g. ‘because’, ‘without’, ‘but’, to extend speech rather than start another sentence
* demonstrate sufficient control of stress rhythm and intonation to be understood in most situations
* use some conditional forms, e.g. if it is ok with you, I would like to try
* begin to experiment with tag questions, e.g. We do this now, don’t we?

**Stage S3: Maintaining and negotiating communication**

**At the end of Stage S3, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* ask questions to clarify understanding, e.g. ‘Do you mean that …?’
* collaborate with the teacher to form strategies for improving listening comprehension and speech performance
* take on an assigned role in small group work, e.g. recorder, facilitator
* take notes from a text selected by the teacher, e.g. video recording

**Productive**

* maintain eye contact with the audience when giving a talk
* refer to strategic written prompts
* use predicting and previewing strategies to support listening comprehension, e.g. by brainstorming alone or with peers for possible key words, by predicting what someone may say next, based on what the conversation has been about so far.

### Stage S3 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S3 beginning**  **(S3.1)** | **Students beginning to work towards the standard at S3** have an awareness of textual meaning beyond the literal reading of the text, although they will still be developing ways of forming their own responses to the higher order meaning of texts. They have confidence in attempting a range of different texts across the curriculum but will require considerable scaffolding and teacher guidance for unfamiliar academic texts. They have begun to use a range of reading strategies such as scanning and skimming rather than reliance upon prediction to infer the general meaning from text but may still be inefficient at using these techniques as readers. |
| **S3 progressing towards**  **(S3.2)** | **Students progressing towards the standard at S3** have begun to develop a sound understanding of the distinction between different text types for different purposes, as well as developing a metalanguage to talk about those differences. They have also begun to develop skills not just to talk about the content of a text, but also to discuss how it is written in terms of the writer (e.g. stance and style) and audience. They can also recognize and discuss cultural features of text, such as humour, voice, and imagery, with the teacher’s assistance. |
| **S3 Standard**  **(S3.3)** | **At Stage S3**, students demonstrate, through guided activities, a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. They demonstrate a basic understanding of the different purposes and structures of a range of text-types and can make predictions about the likely content of texts. They identify the stages of accessible narrative texts, and the role of headings, sub-headings, diagrams and captions in factual texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed syntactic and semantic cues. They use appropriate metalanguage to talk about the structure and features of a text. They adjust their rate of reading according to the task, reading closely for analysis, scanning for specific information and skimming for gist. They use cues from the surrounding text and their sound–letter knowledge to assist in reading new words. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage S3: Texts and responses to texts**

**At the end of Stage S3, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* interpret and respond to a range of accessible mainstream texts in use across the curriculum, in the context of guided activities
* select main ideas with some relevant detail from a range of informative texts, e.g. accessible factual texts including texts from the World Wide Web
* identify sequence of ideas and information in factual texts
* use information for learning purposes, e.g. identify main idea and locate information stated directly in text
* distinguish between main idea and supporting detail
* refer to the text to support a point of view
* draw basic inferences from texts
* identify arguments in accessible texts
* summarise and discuss viewpoints represented in different texts, e.g. agree, disagree
* extract information from a range of visual representations, including tables, graphs and diagrams
* respond to imaginative texts, such as accessible poems and short stories showing an understanding of key events, characters and issues
* read with understanding straightforward school and factual texts, newspapers and magazine articles on familiar topics with some visual support.

**Stage S3: Cultural conventions of language use**

**At the end of Stage S3, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* interpret accessible texts from across the curriculum, drawing on related background information associated with the content and text type
* identify some common social and literary stereotypes in texts, such as villains and heroes, traditional gender roles
* discuss a text studied in class in terms of what its purpose and audience may be based on its writing style and presentation, e.g. a pamphlet on the effects of greenhouse emissions, or the web site of a popular rock group
* demonstrate awareness that concepts in various topics are expressed in particular ways, e.g. main idea, supporting detail, cause and effect relations
* make comparisons between different texts’ structures, e.g. report, explanation
* identify and discuss purpose, audience and context of particular texts
* identify text structures and social purposes of text types, e.g. myths, biographies, explanations
* identify unfamiliar cultural references and ask for meaning
* respond to different cultural attitudes as exemplified in stories, e.g. express opinion, ask questions, make comparisons
* identify and understand some humour and imagery, e.g. metaphors, similes, personification
* discuss the values in texts which incorporate aspects of other cultures
* identify some cultural and literary perspectives in texts, e.g. narrator’s voice, first person, third person.

**Stage S3: Linguistic structures and features**

**At the end of Stage S3, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* identify the role of cohesive markers on a sample text, e.g. also, finally, however
* discuss, with a partner, the time sequence in a short novel and the effect it has on the narrative
* identify reference items in extended complex sentences, e.g. ‘The team was reluctant to remain during the polar winter, when the sun may not be seen for over a month, as this is the most difficult time for Arctic exploration.’
* outline the role of specific features of the text, e.g. contents page, index annotated diagrams, headings in a commercial studies textbook
* interpret the various icons, menu items and links on an accessible web site
* identify thematic groupings of words in a text, e.g. gravity, pull, force
* use the table of contents and section headings of a textbook from across the curriculum to construct an outline of the text’s structure
* read with understanding sentences containing complex noun groups, e.g. ‘The closure of the football ground stopped the game.’
* identify key words linking ideas
* explain simple imagery, some similes and metaphors
* identify agent, action and consequences in sentences using passive voice.

**Stage S3: Maintaining and negotiating communication**

**At the end of Stage S3, students may use the following strategies to assist them to read and comprehend texts:**

* use a range of strategies for understanding text at the word, sentence and whole-text level and, with guidance, employ research skills to find some relevant information
* with support, use various research skills to locate accessible reference texts supplied by the teacher
* assess their own information needs and purposes to identify suitable sources
* with support, extract relevant material from a variety of sources
* use a data chart to gather some information on a topic
* take notes that identify main ideas and relevant supporting detail in simple factual and non-factual texts
* use diagrams, photographs, headings etc. to interpret text
* with a partner, preview a class text by constructing a graphic outline using headings, subheadings, illustrations etc.
* scan a text to find detailed information, e.g. identify the gases causing the greenhouse effect
* skim a text to determine one aspect, e.g. whether the writer is concerned about the greenhouse effect
* predict basic content and infer previous actions/events
* infer meaning of familiar and unfamiliar words in various contexts.

### Stage S3 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S3 beginning**  **(S3.1)** | **Students beginning to work towards the standard at S3** can generally attempt a wide range of different text types appropriate to purpose and audience as independent writers but will often require extensive opportunities for revision to increase accuracy based on teacher feedback. They almost always use general punctuation conventions correctly (e.g. upper and lower case, full stops, commas, question marks, etc), and have begun to experiment with more complex marks (e.g. double exclamation, dash, ellipse, semicolon, colon, etc). They show a growing awareness of social and cultural sensibilities in word choice (e.g. plump/fat, man/people, etc), but may still miss many more subtle nuances. |
| **S3 progressing towards**  **(S3.2)** | **Students progressing towards the standard at S3** show attempts at creating mood and feeling in their written texts, as well as the use of some colloquial or idiomatic language and humour, although this might often not be used accurately. They have become comfortable at producing their text in print or on the computer. Their engagement with the writing process shows an increasing level of complexity, such as the use of various strategies to plan and organise texts (e.g. graphic organizers or timelines to draft outlines), and an ability to take responsibility proofreading and revising their texts independently without having to be initiated under teacher guidance. |
| **S3 Standard**  **(S3.3)** | **At Stage S3**, through guided activities, students write an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience. They consistently use the basic structures of these text types and demonstrate consistent but not complete control of the English grammar appropriate to them. They demonstrate some control of passive voice, a range of tenses, conditionals and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of modals and pronoun references. When taking notes they use appropriate abbreviations. When planning, writing, reviewing and redrafting they pay some attention to whole-text, sentence and word level issues, including punctuation. They use a range of strategies when spelling new words. They present their writing appropriately, in print and electronic forms. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage S3: Texts and responses to texts**

**At the end of Stage S3, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* communicate ideas, opinions and information through a range of text types after teacher modelling and support
* write personal and imaginative texts, such as diary, narrative, personal recount, showing an awareness of elements, such as text structure/storyline and character
* write an argument and discussion, e.g. provide supporting arguments and a linkage between ideas
* write factual texts, such as informative reports on a familiar topic showing an awareness of appropriate text structure, purpose, and organisation of ideas
* write reports incorporating information from two or three sources
* use visual stimulus, such as diagrams, graphs and maps to convey information in group project work
* make summaries of a variety of texts from across the curriculum to support learning
* plan and sequence information for specific text type, e.g. report, explanation, biography.

**Stage S3: Cultural conventions of language use**

**At the end of Stage S3, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* demonstrate understanding of how the purpose and audience of a text can influence the content and form of the writing
* discuss language choices with regard to purpose and audience, e.g. avoid expressing personal opinions and comment in a report on an informative topic
* show awareness of a variety of language forms, e.g. how written texts usually differ from spoken, or how the layout of a web site differs from a newspaper
* write an argument and discussion showing a coherent development of ideas, with the help of modelling
* demonstrate a firm control of the structure of common school-based text types, however written language may still be characterised by some features of spoken language, e.g. colloquial usage, limited vocabulary range
* use paragraphs effectively and consistently to organise ideas
* express ideas through graphic or visual representation, e.g. a cartoon
* use some colloquial/idiomatic language and humour
* attempt to create mood and feeling with appropriate language
* have a written vocabulary which is growing in range but is limited in sophistication
* show awareness of social and cultural sensibilities in choice of words, e.g. plump/fat, man/people
* demonstrate a developing metalanguage appropriate to the content and task.

**Stage S3: Linguistic structures and features**

**At the end of Stage S3, students’ understanding of the linguistic structures and features of the texts they write** **is shown when they:**

* have sufficient control of key linguistic structures and features to write cohesive texts for a range of purposes
* after extensive modelling, write a range of factual and imaginative text types using the appropriate overall structure
* organise writing, using topic sentences to focus a paragraph and a range of cohesive devices at the sentence and whole-text level
* use English grammar appropriate to text type, e.g. consistently use past tense when recounting a past event
* use basic knowledge of English grammatical features at the sentence level to argue and persuade, describe, classify, explain, give instructions
* use subject-verb agreement with reasonable control
* use a range of grammatical features with some confidence, e.g. compound, complex sentences, tenses, noun phrase, modality and modification
* demonstrate some control over key grammatical features, such as verb forms, passive voice, conditionals
* use a range of expressions to qualify opinions, e.g. may, might, common formulaic expressions, such as ‘in my view’, ‘I believe’
* use appropriate abbreviations, key words and paraphrasing when taking notes with extensive teacher assistance
* construct extended sentences using simple relative clauses and a range of common conjunctions
* demonstrate conventions of punctuation, i.e. full stops, commas, colon, exclamation mark and question mark
* spell words with increasing accuracy.

**Stage S3: Maintaining and negotiating communication**

**At the end of Stage S3, students may use the following strategies to assist them to write texts:**

* demonstrate an ability to plan and edit writing with teacher and peer feedback to improve range and clarity of expression
* proofread for accuracy of expression, e.g. grammatical accuracy, spelling and punctuation
* take some responsibility for linguistic development, e.g. modify syntax after teacher correction
* review and redraft writing for clarity of meaning and appropriateness of content to audience, in response to teacher or student feedback
* employ different strategies for different writing tasks, e.g. use timelines to help plan narratives
* use graphic organiser and plan to support writing
* use knowledge of spelling conventions to help with spelling, e.g. to distinguish between mat and mate.
* apply spelling knowledge and rely on vocabulary resources
* use a range of strategies to spell words, e.g. visual cues, word patterns, graphophonic knowledge, context cues.

### Stage S4 – Speaking and listening

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S4 beginning**  **(S4.1)** | **Students beginning to work towards the standard at S4** show confidence in attempting a wide range of mainstream spoken texts across the curriculum, although they are not yet capable of fully comprehending the meaning of those texts without some scaffolding. They are willing to present their own point of view or perspective on topics in areas that are not directly related to their own personal experience but will make errors even though the intended meaning will generally be clear. |
| **S4 progressing towards**  **(S4.2)** | **Students progressing towards the standard at S4** have begun to take their own initiative to negotiate with peers and teachers to organize their own work plans, although this is still done in close consultation with the teacher. They experiment with differences between formal and informal register according to the audience and purpose, variations in intonation, rhythm, and stress, and the use of language to convey different shades of meaning when giving talks to convey opinions and emotions, rather than a focus only on the content to be delivered. They are using language to talk about language in ways that enable them to rectify their own problems and weaknesses (e.g. ‘How do I say Jones’ when there’s no apostrophes?’). |
| **S4 Standard**  **(S4.3)** | **At Stage S4**, students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of complex grammatical features including modals, conditionals, passive voice and a wide range of tenses and connectives. They demonstrate understanding of the qualities that affect fluency in English including pausing, stress, rhythm and intonation. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners’ reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively overt subjective language. They extract information from challenging spoken texts, using guide questions, completing tables and taking notes on key ideas. |

### Indicators of progress

Indicators of progress in the Speaking and listening dimension are organised into four aspects:

* **Texts and responses to texts** focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum.
* **Cultural conventions of language use** focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of spoken English.
* **Maintaining and negotiating communication** focuses on the strategies students at this stage typically use to speak in and learn English

**Stage S4: Texts and responses to texts**

**At the end of Stage S4, students can routinely use spoken English to do the following things:**

**Receptive**

* demonstrate essential understanding of a wide range of mainstream spoken texts
* extract some key information or ideas from a variety of audiovisual materials in use in mainstream classes across the curriculum using guide questions
* obtain the gist of an unfamiliar speaker where relevant background knowledge has been provided beforehand

**Productive**

* negotiate with peers and teachers when planning work and exchanging information
* justify a point of view with mainstream peers with increasing independence, e.g. by rebutting, or clarifying, ‘No, I mean we should keep the forests to slow down the global warming’
* present an extended talk organised to reflect a clear progression of ideas and information and respond appropriately to audience reaction
* present complex ideas and information in a sustained, organised way.

**Stage S4: Cultural conventions of language use**

**At the end of Stage S4, students’ understanding of the contexts and purposes of spoken texts is shown when they:**

**Receptive**

* identify simple examples of bias in speech, e.g. through emotive expressions, such as ‘It’s rubbish to say ...’
* identify the overall intention of an accessible but unfamiliar speaker, e.g. identify whether the speaker **was for, or against, a particular issue**

**Productive**

* take account of purpose and context
* move with ease between formal and informal register in response to purpose and context
* express and qualify opinions, e.g. using expressions such as I disagree, I think that …, in my view etc.; through modality: may, might, in some cases etc.; and through conditional expressions: but what if ...? why would …?
* use intonation, volume and stress to emphasise an opinion or emotion, e.g. ‘that is NOT what happened’.

**Stage S4: Linguistic structures and features**

**At the end of Stage S4, students’ understanding of the linguistic structures and features of spoken English is shown when they:**

**Receptive**

* show an understanding of texts which use complex grammatical features, e.g. infinitive, gerund, conditional, passive voice, reported speech, relative clauses and question tags
* show an understanding of how the use of modality can affect a speaker's intended meaning

**Productive**

* show sufficient control of basic structures and features of spoken English to participate effectively in a supportive mainstream classroom
* identify aspects of their pronunciation that impede communication and focus on correction of them with teacher support, e.g. the articulation of final consonants, a specific vowel sound or inappropriate word stress
* extend speech, using generally appropriate connectives and signal words, e.g. unless, in that case, however, this/that shows …
* plan and deliver an extended talk following an organised structure appropriate to its purpose and audience
* qualify opinions through modality, e.g. ‘may’, ‘might’, ‘in some cases’, etc. and through conditional expressions, e.g. ‘but what if ...?’, ‘Why would …?’
* use the language of prediction and hypothesis in a group problem-solving task, e.g. ‘If we use this one then ...’, ‘That won’t work because of the ...’.

**Stage S4: Maintaining and negotiating communication**

**At the end of Stage S4, students may use the following strategies to maintain and negotiate spoken communication:**

**Receptive**

* take notes from a range of texts from across the curriculum, e.g. guest speaker’s talk, video, audio tape
* ask teacher or fellow student for clarification to check understanding, e.g. does that mean …?

**Productive**

* develop speaking and listening strategies to participate effectively in a supportive mainstream class
* identify problems in pronunciation specific to themselves which need attention, e.g. ‘I can’t tell the difference between walk and work.’
* discuss a point of language, e.g. ‘Why is it the car door and not the car’s door?’
* revise plans for a formal extended talk in response to feedback.

### Stage S4 – Reading

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S4 beginning**  **(S4.1)** | **Students beginning to work towards the standard at S4** have the confidence to attempt a range of technical and general texts which are not too culturally laden, from a range of media. They are able to comprehend even quite lengthy texts on unfamiliar topics but will need extra time to do so. They will not usually need to use a dictionary to understand the gist of such pieces but will need help to extract more precise meanings. They are able to offer a personal response to a text that takes into account the meaning of the text beyond a literal understanding but may not necessarily have understood subtle shades of meaning with complete accuracy. They have begun to use a variety of strategies for extracting and organizing information from printed sources in a variety of media. |
| **S4 progressing towards**  **(S4.2)** | **Students progressing towards the standard at S4** can read a wide range of accessible and culturally appropriate texts across the curriculum and from a range of media, but sometimes have to use self-help strategies to assist them with finer points of meaning (e.g. searching for further references, consulting English dictionaries, asking peers for clarification, etc.). They use strategies that they find personally effective for extracting, organizing, and manipulating information from printed sources for their own purposes, such as writing or presentations. Their analyses of texts show a developing awareness of how culture influences the ways in which texts are produced and interpreted, and in their own responses to texts they attempt to address subtleties such as humour, imagery, and idioms. |
| **S4 Standard**  **(S4.3)** | **At Stage S4**, students read a wide range of accessible and culturally appropriate texts from across the curriculum and from a range of media with a high degree of independence. They take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They identify bias through emotive and persuasive language. They understand the gist by focusing on sub-headings and the first lines of key paragraphs. They adjust their reading style according to the task. They locate and organise information from a range of reference sources including the Internet. They identify reference items across complex sentences. Using their knowledge of different text types and their purposes, they predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer. |

### Indicators of progress

Indicators of progress in the Reading dimension are organised into four aspects:

* **Texts and responses to texts** focuses on reading and responding to written English texts used for social and academic purposes.
* **Cultural conventions of language use** focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to read and respond to written English.

**Stage S4: Texts and responses to texts**

**At the end of Stage S4, students can routinely read the following kinds of texts, and respond to them in the following ways:**

* read independently, with essential understanding, a wide range of accessible mainstream texts and, with guidance, interpret the texts to provide a variety of responses
* identify main and supporting points in a variety of texts for note taking, retelling and writing of summaries
* distinguish between main and sub-themes in factual and literary texts
* explain the gist of technical and analytical texts
* extract and manipulate relevant information from a range of graphic representations, including articles with tables, graphs and diagrams
* extract and manipulate key ideas from a text for problem solving
* compare and make judgements about different texts, e.g. on the same topic by different authors
* comprehend texts even if not familiar with the topic and when the text is lengthy
* interpret a text at more than one level, e.g. ‘read between the lines’
* discuss imaginative texts with regard to key aspects, such as treatment of character development, issues and resolution of conflict or complication
* describe and discuss mood and setting in a narrative
* describe and discuss the emotions and motivation of characters in narratives
* hypothesise about author, ideas, events, characters, using information from the text
* take notes, with teacher guidance, expressing an understanding of key ideas and information from short and accessible media articles and other texts in use across the curriculum
* select and analyse information from texts for a particular purpose.

**Stage S4: Cultural conventions of language use**

**At the end of Stage S4, students’ understanding of the contexts and purposes of the texts they read is shown when they:**

* interpret a range of texts from across the curriculum in terms of their purpose, audience and context
* analyse and interpret language choices and forms of particular text types
* discuss specific characteristics and features of texts in terms of their purpose, audience and context, e.g. comment on the informal style of writing in online discussion groups
* show awareness of how different people may have different interpretations of events and issues in a text, e.g. influence of gender, cultural background, class, age
* identify the writer’s implied stance
* identify how the culturally based values and attitudes which underpin issues and language in texts reflect author’s views and bias
* describe how shades of meaning are expressed through choice of synonyms, e.g. strolled, walked
* respond to the subtleties of humour, idioms and metaphors.

**Stage S4: Linguistic structures and features**

**At the end of Stage S4, students’ understanding of the linguistic structures and features of the texts they read is shown when they:**

* show an awareness of the role of the structures and features in a range of accessible mainstream texts
* examine, through guided activities, the role of the structures and features of mainstream texts from across the curriculum
* demonstrate understanding of complex language such as embedded clauses, noun phrases, words expressing degrees of probability, e.g. if the temperature rises, the polar caps may melt, resulting in …; the gap between east and west has …
* recognise and follow complex text connectives used to link ideas across sentences and paragraphs, e.g. nevertheless, although
* have some difficulty with implicit cohesive devices such as nominalisation and ‘buried’ cohesive devices
* read with understanding texts with varied sentences beginnings, new vocabulary, some subject specific vocabulary and figurative language
* interpret unfamiliar examination instructions providing adequate time is allowed
* have a broad technical vocabulary across their subject areas but may still have difficulties with more abstract vocabulary, e.g. effect, invert, trace, determine
* interpret familiar, simple and complex task instructions even dual-purpose instructions requiring creative use and manipulation of genres.

**Stage S4: Maintaining and negotiating communication**

**At the end of Stage S4, students may use the following strategies to assist them to read and comprehend texts:**

* find and organise information from a range of reference sources and employ strategies for interpreting unfamiliar texts in common use across the curriculum
* take organised notes that identify main ideas and relevant supporting detail in factual and non-factual mainstream texts
* locate information on a research topic using library resources and computer-based materials, e.g. the internet and appropriate search engines
* with guidance, select and use supporting material within a text to justify a response
* use their own ideas to expand upon information gathered, acknowledging sources
* read a text thoroughly for a complex set of information, e.g. to find the reasons the writer offers in support of a particular view
* adjust reading style in response to the demands of the text and reading task, e.g. scan the text to get particular information, skim the text to get the gist
* use a range of strategies, e.g. knowledge of vocabulary and text structures to read authentic, unfamiliar texts and respond with some understanding
* use contextual cues to interpret difficult words.

### Stage S4 – Writing

|  |  |
| --- | --- |
| **STAGE** | **Standards and progression profiles** |
| **S4 beginning**  **(S4.1)** | **Students beginning to work towards the standard at S4** have begun to experiment with variations on the basic generic text types, although early drafts require extensive opportunities for revision. Basic grammatical structures and features are almost always correct but attempts at more difficult structures may impede meaning. They incorporate a range of different devices, such as charts, diagrams, and other illustrations, to support the meaning being conveyed in the body of the written text. They attempt to use idioms, euphemisms, metaphors and other imagery beyond the literal meaning of the text to convey meaning, but this is not always done effectively. |
| **S4 progressing towards**  **(S4.2)** | **Students progressing towards the standard at S4** are attempting to produce a range of text types. While their texts, in both written and multimedia forms, may have weaknesses which require improvement, students have a metalanguage for talking about texts that enables them to discuss how the texts might be revised. Attempts to revise texts move beyond a focus on correcting surface level inaccuracies to a more substantive degree of revision which aims to improve the overall communicative intent of the text. |
| **S4 Standard**  **(S4.3)** | **At Stage S4**, students write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. With support they vary their writing consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features. They incorporate direct and indirect speech, including quotations, appropriately. When taking notes, they use appropriate abbreviations, symbols and graphic devices. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness to purpose, audience and context. They plan and present their writing for a range of print and multimedia forms, as appropriate. |

### Indicators of progress

Indicators of progress in the Writing dimension are organised into four aspects:

* **Texts and responses to texts** focuses on communicating in written English for social and academic purposes.
* **Cultural conventions of language use** focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose.
* **Linguistic structures and features** focuses on control over the structures and features of written English.
* **Maintaining and negotiating communication** focuses on the strategies employed to produce written English.

**Stage S4: Texts and responses to texts**

**At the end of Stage S4, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:**

* write an extensive range of imaginative and informative texts from across the mainstream curriculum after appropriate teacher modelling
* write extended personal, and imaginative texts showing an awareness of audience, purpose and interest such as personal diary, recount, a range of responses to a text under study, contributions to an online discussion group with teacher prompts
* write creative texts showing plot development and character portrayal
* use metaphors and similes in narratives
* write an extended argument or discussion on a familiar issue, showing supporting evidence, a development of ideas and rebuttal
* write longer descriptive and information texts, e.g. reports
* demonstrate an ability to analyse issues as represented in graphics, visuals or language
* write extended factual texts, e.g. reports, explanations, conveying a variety of aspects of topics from across the curriculum
* incorporate language and ideas from selected sources drawn from classroom activities
* make summaries by writing sentences expanded from key words.

**Stage S4: Cultural conventions of language use**

**At the end of Stage S4, students’ understanding of the contexts and purposes of texts they write is shown when they:**

* draw on an understanding of different text types to draft writing taking account of purpose and audience
* understand how writing contexts influence function and form
* recognise inappropriate use of register, such as the use of colloquial terms in formal writing, e.g. when formally giving an opinion
* use appropriate register for the intended audience
* sustain register use in writing
* redraft writing making it more appropriate to its purpose and audience, e.g. redraft a personal recount to edit out unnecessary detail
* identify common aspects of spoken and written language and formal/informal tone in registers
* use common euphemisms and imagery, e.g. passed away.

**Stage S4: Linguistic structures and features**

**At the end of Stage S4, students’ understanding of the linguistic structures and features of the texts they write is shown when they:**

* use knowledge of the English grammar system to express school-based language functions such as comparison/contrast, cause and effect, problem solving, hypothesising, and probability
* write a range of extended texts following the structures and language features appropriate to the text type
* use direct and indirect speech, including quotations, appropriately
* use developing control of appropriate grammatical structures to broaden the ways to analyse, argue, persuade, describe, classify, explain, in appropriate text types
* write showing a control of a wide range of grammatical features although some minor errors may be evident
* write with an increasing control over fluency, although some minor errors in accuracy may be evident
* use an extended range of cohesive devices to improve fluency, e.g. connectives such as however, nevertheless, although, finally, in my view, and prepositions and pronouns
* use relative clauses and adjectival expressions for descriptive purposes
* include a wide range of modals
* use common linking expressions, relative clauses, conditionals, time sequence references, modals, present and past tense with increasing control
* combine simple sentences into complex sentences and show embedding of language in common structures, e.g. clause reduced to a phrase
* use modelled reflective language in letters, journals and personal recounts, and modification devices, e.g. I think sometimes
* use an expanded vocabulary and show use of vocabulary for subject matter including subject-specific terms and some antonyms, synonyms, abstract nouns
* show use of a broad vocabulary appropriate to changing social contexts and academic learning
* use dialogue, direct speech, reported speech, apostrophes in contractions, exclamation marks, and commas to separate clauses.

**Stage S4: Maintaining and negotiating communication**

**At the end of Stage S4, students may use the following strategies to assist them to write texts:**

* with teacher or peer support, plan, review and redraft writing to enhance fluency, accuracy, and appropriateness to purpose and audience
* develop a clear plan of intention for an extended writing task
* in response to teacher feedback and self-assessment, redraft their writing showing significant and appropriate changes and not just corrections of inaccuracies
* take notes for references citing references and quotations
* work collaboratively with peers to develop ideas, e.g. by brainstorming
* edit texts and cooperate with group for planning writing
* seek and respond to teacher feedback.