**Pathway A Level A1 Reading and Viewing**

**Informative text – Labelling a diagram of a fish**

| **Student information**  | The student was born in China and speaks Chinese at home. They came to Australia 9 months ago and had age-equivalent schooling in China. They are 6 years and 4 months old and in Year 1. They are currently in a new arrivals program.  |
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| **Task**  | The students have recently completed a unit of work about the beach, in which they learned about sea creatures and the marine environment. During the unit, students investigated the features of different animals and took part in an excursion to the beach. In this task, the student read an informative text about fish with support from the teacher. They were then asked to match labels to a diagram of a fish. In the assessment task the teacher wanted to know whether the student recognised and understood some key vocabulary, was aware of some sound/letter relationships and could demonstrate their understanding of some key written words in the text.The task was completed one-to-one in a familiar environment. The teacher was assessing the student’s ability to:* identify some sound/letter relationships
* read short, familiar texts
* recognise familiar words and phrases
* use content words to understand ideas
* follow the text with his finger while reading
* identify familiar words and match them to images.

The words spoken by the student being assessed are in **bold**.  |

| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 00:27 | Do you know anything about fish?**Fish have a head.**Fish have a head, they do. Anything else?**Uh, fins.**Fins? And what can you see in this picture? Well, what's this?**Eye.**It is the eye. | * Identify repetitive words or phrases in known texts [(VCEALL047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL047)
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| 00:30 – 00:44 | And what about this?**Squeels.**That's the parts, the things on the fish's body and they're called scales.**Squeels.**Scales.**Scales.**Can you say after me? Scales.**Scales.**Good. | * Understand aspects of simple, familiar texts (recognising illustrations) [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)
* Adopt the teacher’s intonation patterns when reading familiar texts (imitating pronunciation) [(VCEALL054)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL054)
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| 00:46 – 01:42 | **What is... What are fish?**Can you point to the words?**What are fish? Fish live in water. Some fish live in the sea. Some fish live in-**Try and sound it out.**Ri-**Ri-**River.**Ri-**Rivers**Rivers, good boy. Beautiful reading.**Fish have gins.**Gills, good boy.**Gills.**Where are the fish's gills? There they are.**Some fish have-**That doesn't say some, look at the first letter.**Most fish have sceeles.**Scales. I like the way you sounded that out. Scales.**Scales.** | * Read short, familiar texts [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030)
* Understand the direction of English text [(VCEALA034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA034)
* Follow text with finger while reading [(VCEALL053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL053)
* Recognise some familiar words in context [(VCEALL048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL048)
* Identify some sounds in words [(VCEALL050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL050)
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| 01:44 – 02:34 | What did you learn about fish in this book?**Fish has sceeles.**Scales. Do all fish have scales?**Most.**Most fish have scales. What else did you learn?**Fish have skins.**Skin? Well some fish have skin. Which fish didn't have scales?**Um, the shark.**The shark didn't have scales. Do you remember, where do fish live?**Sea or...**R- R-**River.**River, well done. Good boy, you remembered that word. | * Rely on content words to understand the main idea in a text [(VCEALL045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL045)
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| 02:36 – 03:19 | Now, can you put the labels around the picture? Which one would you like to do first? What's that?**Eye.**The eye.**Here.**Pardon? The eye goes there, yes. Which one would you like to do next?**Fin.**Fin. Where can you see a fin? Yes.**Gill.**Gills. Where are the gills? Good boy. | * Understand aspects of simple, familiar texts (showing comprehension through appropriate activities) [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)
* Identify familiar words and simple sentences and match them to images [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032)
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| 03:31 – 03:58 | **Fin.**Now what does this word say?**Fin.**And what does this word say?**Fins.**Why does this have an s? Why do words usually have an s at the end?**Two fin.**When there are two fins. What does this word say?**Scale.**Scales. And?**Tail.**And tail. Great work Ethan. | * Recognise familiar words and phrases [(VCEALL046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL046)
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| This student’s performance in this task suggests that they are working within the range of Level A1 in Reading and Viewing. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of A1, consolidating A1 or at the A1 standard in Reading and Viewing. At **beginning Level A1,** students:* do not seem to recognise English print

**and/or*** show little interest in environmental print and books and have a very limited attention span during shared reading activities

**and/or*** may recognise their home language, if it has a written form, and may recognise that English print is different from their home language.

At **consolidating Level A1,** students**:*** can recognise and name some letters
* show interest in print and recognise some environmental print including their name
* show an interest in books and focus on illustrations
* demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures
* watch and listen as texts are read aloud to them but may not join in
* rely on peer or teacher support to complete structured activities.

At [**Level A1 Standard achievement**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10) students:* read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts. These texts may be in print or visual form.
* read in context some familiar words, phrases, numbers and signs
* complete simple, structured activities such as sequencing sentences and pictures
* show early understanding that texts are written and structured for a variety of purposes
* recognise some common letters and letter patterns
* name some letters of the alphabet and know the sounds commonly related to some letters and letter groups
* recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images
* hold and manipulate books appropriately
* when listening to texts read aloud, they listen for key words and for repetition of words and phrases
* focus on images and other visual features that assist them to understand texts.
 | **Possible next steps for this student’s learning:** * Continue to practise reading a range of short, familiar texts [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030)
* Identify simple sentences and match them to images [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032)
* Talk about the purpose of different text types [(VCEALA035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035)
* Recognise and explore a range of different types of texts [(VCEALL042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL042)
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| **Pathways and transitions considerations** A Year 1 student working within the range of Level A1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway A of the EAL curriculum in all language modes. |