**Pathway A Level A2 Reading and Viewing**

**Persuasive text – Building sentences about The Best Sandcastle**

| **Student information** | The student came to Australia from China 9 months ago and speaks Chinese at home. They are 7 years and 11 months old and in Year 2. They had age-equivalent schooling in China and 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 and participated in an excursion to the beach. In this task, the teacher and students read a story about a sandcastle competition, The Best Sandcastle, and then discussed and gave opinions about the merit of the different features of the sandcastles in the story. Students then used model sentences and familiar vocabulary on sentence strips to build their own sentences about the features they thought would make the best sandcastle, with support from the teacher. The task was completed with a small group in a familiar environment.  The teacher is assessing the student’s ability to:   * retell information from the story * recognise familiar words in new or different contexts * make connections between the text and their own experiences * use familiar written words and phrases to finish a modelled sentence.   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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| 00:04 – 00:34 | So, this is called The Sandcastle Contest.  **Sandcastle Contest.**  What's on the front cover, Ella? Tell me about that.  **A beautiful sandcastle.**  Why do you think it's beautiful?  **Because, haves-**  Why?  **Shells.**  Oh, yeah, shells on it.  **Yeah.**  Anything else make it beautiful for you?  **Hm, big.**  It's a big one (laughs).  **(laughs)** | * Use knowledge of context, text structure and language to understand literal and inferred meanings [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) | |
| 00:34 – 01:07 | Every year, Sandy Beach has a sandcastle contest. Many families enter the contest. The Water's family builds a large sandcastle. It has large stones on the walls.  *(laughs)*  Maybe the lifeguards will like this sandcastle best. What do you think?  *Yeah.*  **No.**  Do ... No, you don't like this one?  **Yeah, because of so many rocks.**  Oh, you don't like the large stones. Okay. | * Understand information in texts read and viewed in class [(VCEALC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC113https:/victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC113) | |
| 01:07 – 02:06 | So, these phrases are from the story and we're going to read them together. Let's read this first one. A small ...  **A small sandcastle with small shells on the walls.**  *A small sandcastle with small shells on the walls.*  *A small sandcastle with small shells on the walls.*  Let's make the best sandcastle that we can think of. I'm going to start off like this. We think the best sandcastle ... Hm, what do we think? What size will be the best sandcastle for us? The best sandcastle…  **Some shells on it.**  ... should-  **Be.**  ... be ... Hm, okay, let's read this sentence. We ...  **We think the best sandcastle should be ...**  *We think the best sandcastle should be ...*  *We think the best sandcastle should be ...* | * Read familiar phrases and sentences with fluency [(VCEALL128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL128) | |
| 02:11 – 03:35 | What size do we think? Hm. What do you think, Jayden?  *Medium size is the best.*  Okay. Why do you think that?  *Not ... Because not small or not big.*  Okay. What will we put? With-  *Shells.*  Oh, shells where? Where do you want the shells?  **On the top.**  Oh, okay. With shells on the top. Hm, what else? Come on. Let's make it the best. Come on, what else? Jayden.  *With a moat all around it.*  Oh, nice, I agree.  *I think we should put with rubbons.*  With?  *Rubbons with, with rubbons and wood drawbridge.*  Ah, so, you want a dr- wooden drawbridge and ribbons.  *Yep.*  Oh, you want all of that.  *(laughs)*  That would be the best, wouldn't it?  Okay. Your turn.  *We think the best sandcastle should be a medium sized sandcastle with small shells on the top and a moat all around it and a wooden drawbridge and ribbons.*  *We think the best sandcastle should be a medium sized sandcastle with small shells on the top and a moat all around it and a wooden drawbridge and ribbons.*  **We think the best sandcastle should be a medium sized sandcastle with small shells on the top and a moat all around it and a wooden drawbridge and ribbons.** | * Participate in simple group activities based on shared texts [(VCEALA119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA119) | |
| 03:35 – 04:28 | So, the best sandcastle should be what size, Ella? Choose the size. What do you think? You have to read for me. What do you think?  **The best sandcastle should be a small sandcastle with ...**  With ...  **... feathers… on the… top. The best sandcastle should be a small sandcastle with feathers on the top and with small shells on the walls and a wooden drawbridge.**  I think that sounds like a really good sandcastle. | * Respond to texts in personal and creative ways [(VCEALC115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC115) * Recognise a small range of familiar words in different contexts [(VCEALL129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL129) * Use knowledge of letters and sounds to read a new word or locate key words [(VCEALL132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL132) * Sub-vocalise when reading silently [(VCEALL134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL134) * Read familiar texts with some fluency [(VCEALL135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL135) | |

| This student’s performance in this task suggests that they are working within the range of Level A2 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 A2, consolidating A2 or at the A2 standard in Reading and Viewing.  At **beginning Level A2** students:   * recognise some words in English and make some attempts to read unknown words using initial sounds * continue to use early decoding skills but they are not yet able to predict from language context alone because of their developing English proficiency * are mostly reliant on illustrations and teacher support to establish meaning in a text and may not understand everything that they read * can follow and read short, simple texts along with the teacher and class in shared reading activities.   At **consolidating Level A2** students**:**   * are beginning to apply their developing reading skills with more confidence and independence * recognise some common genres and their features * can identify key information in a text with some support from the teacher but comprehension of unfamiliar topics will be more limited * begin to recognise that information can be represented in visual forms * 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.   At[**Level A2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)students**:**   * read and respond to a wide range of familiar texts. These texts may be print or digital texts, including visual, multimodal or interactive texts. * predict, ask questions, retell and talk about texts read and viewed in class * read a range of topic-related classroom texts, with support * can read familiar texts with some fluency * read back their own writing or own sentences recorded by another * use texts purposefully, following simple procedural texts and finding basic information in texts * discuss simply the events in texts and characters’ feelings and actions * identify the purposes of familiar text types including classroom texts, simple stories and factual texts * use their developing knowledge of context, sound–symbol relationships, word patterns and text structure to read simple familiar and unfamiliar texts * interpret simple images and identify the layout of a range of text types. | **Possible next steps for this student’s learning:**   * Read and discuss a range of simple texts to build literal and inferential understanding [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) * Identify and compare differences in text genres [(VCEALL123)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL123) * Continue to practise using full stops and question marks to separate text when reading aloud [(VCEALL133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL133) * Read longer texts with some fluency [(VCEALL135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL135) |
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| **Pathways and transitions considerations**  A Year 2 student who is working within the range of A2 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.  A Year 2 student should consistently demonstrate the final achievement standard in Pathway A (Level A2) in all three language modes before they transition to the English curriculum.  They will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support.  They will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum.  They will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increase, for example in Year 3 and 4.  The teacher may also exercise their professional judgement to place the student on Pathway B of the EAL curriculum rather than transitioning them to the English curriculum. The teacher should review the student’s language proficiency across the Victorian curriculum learning areas and determine where the student is best placed on Pathway B in each of the three language modes. The student will then start on Pathway B of the EAL curriculum in all language modes. |