**Pathway A Level A2 Reading and Viewing**

**Informative text - At the Beach**

| **Student information**  | The student is 8 years old and in Year 2. They were born in Iran and speak Persian at home. They had age-equivalent schooling in Iran. They have been in Australia for 9 months 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 student read an informative text At the Beach with support from the teacher. They were then asked to retell information, to answer some simple comprehension questions and to make connections with her own experience at the beach. The task was completed one-to-one in a familiar environment. The teacher is assessing the student’s ability to:* retell information from the text
* demonstrate understanding by answering simple questions
* recognise familiar words in new or different contexts
* relate something from the text to their own experience.

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

| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
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| 00:04 – 00:48 | This book tells you lots of things about the beach. Would you like to read the front cover for me-**Yes.**... and the title? Thanks.**At The Beach. We like to go to the beach. We go to the beach on sunny days. The sand hills. We see grass in the sand hills. Some bird make nest in the sand hills. Please keep off the sand hills. We cannot play in the sand hills.**Can you read that sign? Can we turn back a page? There's a sign here, can you read that?**Please keep off the sand hills.**Yeah.**Seagulls. We see seagulls. The seagulls fly on the, onto the sand. Seagulls walk and swim in the water too.** | * Understand a small range of simple, familiar texts [(VCEALC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC112)
* Understand how different types of images in texts contribute to meaning [(VCEALA116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA116)
* Read familiar phrases and sentences with fluency [(VCEALL128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL128)
* Recognise that full stops and question marks separate text [(VCEALL133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL133)
* Read familiar texts with some fluency [(VCEALL135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL135)
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| 01:05- 02:26 | Tell me some of the things that you learned about the beach in that book. What can you tell me?**We not, cannot go to the sand hills.**Oh, why not?**Because the bird are nesting in the sand hills and we don't want to scare them. We can find shells. And... I don't know.**Anything else in the book that you can remember? The sand hills and the shells?**We can see seagulls, and we can see fish.**Right.**We can make sandcastle.**Yeah. What do seagulls do at the beach?**Seagulls eat fishes and f- bread when we feed them bread.**Oh yeah. | * Understand information in texts read and viewed in class [(VCEALC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC113)
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| 02:26 – 02:43 | Why do you think the children make sandcastles with wet sand?**Because if they try with s- not wet sand, the sandcastle will get broke down.**Mm-hmm (affirmative).  | * Use knowledge of context, text structure and language to understand literal and inferred meanings [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114)
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| 02:43 - 03:15 | Did you use wet sand when you went to the beach?**Yes.**Did you make a big sandcastle?**I make um little[inaudible] but is very, very houses.**Oh.**I made very sandcastle.**Really? What do you like about the beach?**Make sandcastle and swim.**(laughs) Did you go swimming last week?**Yes.**Mm-hmm (affirmative).**But ‘s too cold.**The water too cold?**Yes.**Okay. | * Relate something from a text to own experience [(VCEALA122)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA122)
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| 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 an increasing range of simple texts [(VCEALC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC112)
* Identify and compare differences in text genres [(VCEALL123)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL123)
* Learn a small range of metalanguage for elements of texts [(VCEALL125)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL125)
* Recognise and use full stops and question marks to guide intonation [(VCEALL133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL133)
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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.  |