**Pathway B Level B1 Reading and Viewing**

**Imaginative text - Reading of Special Little Seahorse**

| **Student information**  | The student was born in Iran and speaks Persian at home. They had age-equivalent schooling in Iran and came to Australia 4 months ago. They are in Year 5 and currently in a new arrivals program. |
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| **Task**  | The students recently participated in an excursion to the beach as part of a wider unit of work about the beach, in which they learned about sea creatures and the marine environment as well as beach and water activities. In the task, the student was asked to read an unseen narrative text, Special Little Seahorse*,* then retell and answer simple comprehension questions. The task was completed one-to-one in a familiar environment. The teacher is assessing the student’s ability to: * use key words understand a simple text
* read aloud in order to demonstrate their reading skills
* retell main events from a story in sequence
* respond to a text by talking about what characters learned.

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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| 00:06 – 00:27 | Do you know which sea creature this one is?**Yeah.**What's this one?**Sea creature for ... Yeah.**Yeah, what's the sea creature? Do you know the name of this one?**No.**No? This one is called a seahorse.**Seahorse.**Yeah, do you know what seahorses are?**Yeah.**Have you seen a seahorse before?**In TV.**On TV? Wow. | * Acquire some information from a small range of images [(VCEALC266)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC266)
* Respond to familiar and new content in texts (make connection between text and own experience) [(VCEALA273)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA273)
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| 00:30 – 01:59 | **(Reading) "Yes," sayed father seahorse. "Come on, we will go over to the coral where the seahorse play." Where's the seahorse play. Father seahorse and little seahorse went over to the coral and her coral, her is so shin-, sh-, shinny too. Shiny too.**Yes, yeah.Speaker 2 ([01:08](https://www.rev.com/transcript-editor/Edit?token=az5VMgkXBXmx1IyrkyqAy6PrR7pbQLtKdnsnVhRc8GXbNWOr2lpOma7TSKvBYnbdscYWHL61HcP344QdoDzU-97pvC8&loadFrom=DocumentDeeplink&ts=68.89)):**Er, "Oh, dear, said little horse. My cor-crown is not big and my crown is not sh-shiny." Little seahorse said, "Father s-seahorse, look at your especal-, tail. It is long and it is a-strong." Then little seahorse look at, at a-spotty seahorse. The spotty seahorse is esplan-, especal-, sh-, she said, and I am, I am especal too.**  | * + Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar [(VCEALL283)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL283)
	+ Read some familiar words and phrases [(VCEALL286)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL286)
	+ Identify common syllables and patterns within words [(VCEALL288)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL288)
	+ Self-correct with guidance [(VCEALL291)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL291)
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| 02:00 – 03:00 | **The one seahorse loved to play in the coral and he going in the, next to the coral he want to play. But he's even very cool seahorse-**Mm-hmm.**... and, and he want to play with ... hmm, cool seahorse. And he love, he says, "I'm not f-funny and good seahorse," and he ... sh-, it is he or s-she?**Mm-hmm.**It is he or she?**Looks like a she.**She said and she said and after that, she seed-, she's tail is, it's long and ta-taily.**Ah, so she had a very long tail.**And-**Hmm.**... she play with the cool seahorse.**Uh-huh. | * Understand a range of simple texts based on predictable language structures and vocabulary [(VCEALC264)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC264)
* Provide responses to texts [(VCEALC268)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC268)
* Understand the sequence of key words, phrases or ideas in a familiar text [(VCEALL281)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL281)
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| 03:01 – 04:00 | And where's this book ... where is the setting? So where's this book? Is it at the park, or at the beach?**It's in-**Where is-**It's in the sea.**Oh, it's in the-**Ocean.**In the ocean. Great. Why did little seahorse think that spotty seahorse wouldn't want to play with her?**Play with spotty seahorse.**Hmm. Why do you think that spotty seahorse wouldn't want to play with her?**It's think ... um, I’m, my tail, it's not good for play.** | * Use key words to understand the main idea in short texts [(VCEALC265)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC265)
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| 03:10 – 04:00 | Oh, I see. Yep. And what lesson did little seahorse learn?**Learn-**What lesson?**Lesson. Your, your, your tail, it's long and ... taily.**Your tail's long.**Your tails, it's long and good-**Yeah.**... for swimming.**Yeah.Thank you. | * Starting to make simple predictions or inferences about a text [(VCEALC269)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC269)
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| This student’s performance in this task suggests that they are working within the range of Level B1 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 B1, consolidating B1 or at the B1 standard in Reading and Viewing. At **beginning Level B1** students**:*** show interest in print and recognise some environmental print including their name, can recognise and name some letters
* 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 **consolidating Level B1** students:* show beginning understanding of the sound–symbol relationships of English
* read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make
* focus on illustrations and other non-print features when reading
* retell a simple familiar story, and sequence a simple familiar process with sentences and pictures
* show early understanding that texts are written for a variety of purposes
* read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them
* recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud
* use word lists and personal dictionaries to assist them to read new words.

At [**Level B1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:* read short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts
* retell simply, predict likely outcomes, sequence ideas, and complete basic comprehension activities. These texts may be print or digital, including visual, multimodal and interactive.
* show understanding of the basic purposes of texts, and choose texts appropriately
* read and gather basic information from simple, accessible texts, with support
* combine their basic knowledge of English letter–sound relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of text organisation, and their emerging knowledge of English grammar as they read
* use appropriate intonation and phrasing when reading aloud, showing an understanding of the text’s meaning and the function of basic punctuation
* show a beginning understanding of the purposes of text organisational features such as headings, labels, diagrams and contents pages.
 | **Possible next steps for this student’s learning:** * Participate in shared reading, practising making simple predictions or inferences about a text [(VCEALC269)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC269)
* Continue to build a vocabulary that draws on words of interest, topic words and sight words [(VCEALL287)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL287)
* Build knowledge of common syllables and patterns within words and apply this knowledge when reading [(VCEALL288)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL288)
* Practise using capital letters and full stops when reading [(VCEALL289)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL289)
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| **Pathways and transitions considerations** A Year 5 student working within the range of Level B1 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 B of the EAL curriculum in all language modes. |