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|  | **Pathway A (Years F – 2)** | | |
| **Level** | **A1** | |
| **Mode** | **Speaking and Listening** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (A1.1) | **Students beginning to work towards the standard at A1:**   * have very little or no oral English * do not respond meaningfully to English * will join in activities, watching and copying what other students do in the classroom but may not speak * may spontaneously repeat words or phrases without understanding their meaning * may not speak in the classroom except to same language peers. |  |
| Substage | Consolidating  (A1.2) | **Students consolidating their skills/knowledge at A1**:   * are settling into situations where English is the dominant language * begin to understand that communication with teachers and peers needs to be conducted in English * 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 * begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands * recognise the importance of non-verbal communication * begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English. | [Recount-Weekend (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea1progress.aspx) |
| Achievement standard | Achieved  (A1.3) | **At Level 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 the context. They use simple learnt formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short, simplified structure, simple subject–verb–object construction and overgeneralisation of rules. They use some basic communication and learning strategies to participate in and sustain interactions 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 picture cards or other visual texts to help them communicate. | * [Example 1: Describe a picture (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1speaklist1.pdf) * [Example 2: Recount-Supermarket excursion (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea1standard.aspx) * [TEAL oral assessment tasks: A1](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) |

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|  | **Pathway A (Years F – 2)** | | |
| **Level** | **A1** | |
| **Mode** | **Reading and Viewing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (A1.1) | **Students beginning to work towards the standard at A1:**   * do not seem to recognise English print * may recognise their own language, if it has a written form, and may recognise that English print is different from their own language * show little interest in environmental print and books and have a very limited attention span during shared reading activities. |  |
| Substage | Consolidating  (A1.2) | **Students consolidating their skills/knowledge at A1:**   * show interest in print and recognise some environmental print including their name * can recognise and name some letters * 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 * 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. | [Story retell-Three Little Pigs (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea1progress.aspx) |
| Achievement standard | Achieved  (A1.3) | **At Level A1**, 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.  Students read in context some familiar words, phrases, numbers and signs. 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 commonly related to some letters and letter groups. They recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts. | [Story retell-Three Little Pigs (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea1standard.aspx) |

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|  | **Pathway A (Years F – 2)** | | |
| **Level** | **A1** | |
| **Mode** | **Writing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (A1.1) | **Students beginning to work towards the standard at A1:**   * do not recognise English print and may show little interest in writing * 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. | * [Write or draw about weekend](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1write1.pdf) (PDF) * [Draw pictures about a familiar topic](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1write2.pdf) (PDF) |
| Substage | Consolidating  (A1.2) | **Students consolidating their skills/knowledge at A1:**   * use drawing as a means of expression * attempt to copy writing from other sources, for example environmental print, other students, the teacher’s model * 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 * 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. | * [Example 1: Activities outside of school (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writep1.pdf) * [Example 2: Description-Class mice (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writep2.pdf) |
| Achievement standard | Achieved  (A1.3) | **At Level 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 of 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 basic purposes 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–symbol 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. They use basic features of software applications to write and present their texts. | * [Example 1: Description-the seasons (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writes1.pdf) * [Example 2: Rewrite a story (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writes2.pdf) * [Example 3: Description-the seasons](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writes3.pdf) (PDF) * [Example 4: Write about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writes4.pdf) * [Example 5: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a1writes5.pdf) * [TEAL writing assessment tasks: A2](http://teal.global2.vic.edu.au/assessment-tools/common-writing-assessment-tasks/writing-tasks-and-criteria/http:/teal.global2.vic.edu.au/assessment-tools/common-writing-assessment-tasks/writing-tasks-and-criteria/) |

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|  | **Pathway A (Years F – 2)** | | |
| **Level** | **A2** | |
| **Mode** | **Speaking and Listening** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (A2.1) | **Students beginning to work towards the standard at A2:**   * communicate effectively in English, using simple sentences and learned formulae * take part in everyday activities and routines, relying heavily on a supportive teacher or peer * can use some appropriate terms when requested, relying on non-verbals to indicate level of politeness in other pragmatic events * use comprehensible pronunciation, stress and intonation * can join in well-rehearsed and well-known songs, by following peers and/or teacher. |  |
| Substage | Consolidating  (A2.2) | **Students consolidating their skills/knowledge at A2:**   * can participate in routine exchanges like greetings and simple classroom routines without great difficulty * find discussions between teacher and learners at native speaker speed still too difficult for them to participate in * can generate own language beyond formulae and two-word utterances * will use approximations of structures as they test hypotheses. | * [Example 1: Describe a picture (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/A2_ProgTowards_SpeakList_1.pdf) * [Example 2: Ask and answer questions about class excursion (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea2progress.aspx) |
| Achievement standard | Achieved  (A2.3) | **At Level 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, an appropriate pace of delivery, and discussion that 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 some from 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. | * [Example 1: Interview with teacher (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/A2_Standard_SpeakList_1.pdf) * [Example 2: Story retell-Little Red Riding Hood (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea2standard.aspx) * [TEAL oral assessment tasks: A2](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) |

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|  | **Pathway A (Years F – 2)** | | |
| **Level** | **A2** | |
| **Mode** | **Reading and Viewing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | 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 * recognise some words in English and make some attempts to read unknown words using initial sounds * 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. |  |
| Substage | Consolidating  (A2.2) | **Students consolidating their skills/knowledge 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 * 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 apply their developing reading skills with more confidence and independence. | [Shared reading activities-Little Red Riding Hood (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea2progress.aspx) |
| Achievement standard | Achieved  (A2.3) | **At Level A2**, 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.  Students 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 familiar texts with some fluency. They read back their own writing or own sentences recorded 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 text types including classroom texts, simple stories and factual texts. They use their developing knowledge of context, sound–symbol relationships, word patterns and text structure to read simple familiar and unfamiliar texts. They interpret simple images and identify the layout of a range of text types. | [Story retell-The Very Hungry Caterpillar (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stagea2standard.aspx) |

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|  | **Pathway A (Years F – 2)** | | |
| **Level** | **A2** | |
| **Mode** | **Writing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (A2.1) | **Students beginning to work towards the standard at A2:**   * are beginning to write their own very short, simple texts * write with less need for teacher transcription as they develop an ability to use some basic conventions of writing in English * write texts using sentence structures based on oral structures and very simple repetitive texts * their attempts at spelling draw heavily on phonetic strategies. | [Example 1: Write about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2write1.pdf) |
| Substage | Consolidating  (A2.2) | **Students consolidating their skills/knowledge at A2:**   * are becoming more aware of audience and purpose, but still require significant teacher support and modelling and environmental print * are beginning to write texts about familiar topics and experiences which include related ideas * can develop a simple plan for writing using pictures or drawings * use invented spelling and write some words spelt conventionally from a known spelling vocabulary. | * [Example 1: Persuasive-Circus advertisement (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writep1.pdf) * [Example 2: Recount-school holidays (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writep2.pdf) * [Example 3: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writep3.pdf) |
| Achievement standard | Achieved  (A2.3) | **At Level 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. They use advanced features of software applications to write and present their texts. | * [Example 1: Recount-farm excursion (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writes1.pdf) * [Example 2: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writes2.pdf) * [Example 3: Narrative (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writes3.pdf) * [Example 4: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writes4.pdf) * [Example 5: Diary entry (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/a2writes5.pdf) * [TEAL writing assessment tasks: A2](http://teal.global2.vic.edu.au/assessment-tools/common-writing-assessment-tasks/writing-tasks-and-criteria/http:/teal.global2.vic.edu.au/assessment-tools/common-writing-assessment-tasks/writing-tasks-and-criteria/) |