|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **BL** | |
| **Mode** | **Speaking and Listening** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (BL.1) | **Students beginning to work towards the standard at BL:**   * 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 * may initially attempt to communicate with the teacher using their own language * are likely to listen to extended texts in English with visual support. | * [Example 1: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blspeaklistb1.pdf) * [Example 2: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blspeaklistb2.pdf) |
| Substage | Consolidating  (BL.2) | **Students consolidating their skills/knowledge at BL:**   * 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, where the teacher adapts spoken texts to assist the students * through their first language experiences, they understand that different forms of language and levels of politeness 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. | [Example 1: Describe familiar pictures (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blspeaklistp1.pdf) |
| Achievement standard | Achieved  (BL.3) | **At Level BL**, students communicate simply but effectively in familiar, social and classroom contexts, using simple formulaic and some creative structures. They learn through English that is well supported by context. They contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others.  Students’ oral expression in English is characterised by short utterances, varying grammatical accuracy, simple subject–verb–object construction and over-generalisation of rules. They use common adjectives and adverbs to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or other short texts. Students’ pronunciation, stress and intonation are comprehensible but carry elements of home language pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check, clarify or confirm understanding. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate. | * [Example 1: Talk about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blspeaklists1.pdf) * [Example 2: Talk about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blspeaklists2.pdf) * [Example 3: Girl talking about sea creatures (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageblstandard.aspx) * [Example 4: Boy talking about sea creatures (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageblstandard.aspx) * [TEAL oral assessment tasks: BL](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **BL** | |
| **Mode** | **Reading and Viewing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (BL.1) | **Students beginning to work towards the standard at BL:**   * are new to English and new to literacy * may have little or no experience of formal learning and do not have literacy strategies already acquired through developing literacy in a first language * will be able to draw on general learning skills and strategies that they have used to function effectively in their own communities, for example observing, memorising, classifying * may be reluctant to participate in reading activities * may recognise their own language in writing, if it has a written form, and may recognise that English print is different from their own language. |  |
| Substage | Consolidating  (BL.2) | **Students consolidating their skills/knowledge at BL:**   * 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 * are starting to build a bank of English words they recognise, such as environmental print * read some short, familiar texts that have been well-introduced in class. | * [Example 1: Girl reading about sea creatures (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageblprogress.aspx) * [Example 2: Boy reading about sea creatures (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageblprogress.aspx) |
| Achievement standard | Achieved  (BL.3) | **At Level BL**, students read a wide range of familiar, short, simple, repetitive fictional and everyday texts, and complete basic structured activities based on them. These texts may be print or digital, including visual, multimodal and interactive.  Students retell a simple and familiar story, and sequence a process with sentences and pictures. They show early understanding that texts are written for a variety of purposes. They show beginning understanding of the letter–sound relationships of English. They read some familiar words and phrases in context, and recognise, name and know the sounds related to all letters and some common letter groups. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-written features when reading. They use word lists and simple dictionaries to assist them to read new words. |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **BL** | |
| **Mode** | **Writing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (BL.1) | **Students beginning to work towards the standard at BL:**   * 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: Family activities (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blwriteb1.pdf) |
| Substage | Consolidating  (BL.2) | **Students consolidating their skills/knowledge at BL:**   * 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: Story retell-Elephant and mouse (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blwritep1.pdf) |
| Achievement standard | Achieved  (BL.3) | **At Level BL**, students communicate their ideas and experiences simply through written, drawn, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They demonstrate an early awareness that written texts in English are presented according to certain conventions, which change according to context and purpose. They write simple sequenced descriptions, recounts and procedures, following models. They write or draw for specific audiences.  Students’ writing reflects their oral structures. They link ideas using common conjunctions and show awareness of the uses of basic punctuation. They demonstrate knowledge of some English letter–sound relationships and spelling of high-frequency words, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using images and asking how to write a word. They begin to form letters and place text appropriately. They copy texts using computer software applications. | * [Example 1: Recount-City excursion (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blwrites1.pdf) * [Example 2: Write about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/blwrites2.pdf) * [TEAL writing assessment tasks: BL](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/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B1** | |
| **Mode** | **Speaking and Listening** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B1.1) | **Students beginning to work towards the standard at B1:**   * 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 and levels of politeness 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. | [Example 1: Describing pictures (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1speaklist1.pdf) |
| Substage | Consolidating  (B1.2) | **Students consolidating their skills/knowledge at B1:**   * communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures * learn through English, well supported by context. * contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others * students’ English is characterised by varying grammatical accuracy, a short ‘telegraphic’ structure, simple subject–verb–object construction and overgeneralisation of rules * use common adjectives to describe or add emphasis * use repetitive grammar patterns copied from stories, songs, rhymes or the media * students’ pronunciation, stress and intonation are comprehensible, but show the influence of first language pronunciation * use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm * use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate. | * [Example 1: Interview by teacher (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1speaklistp1.pdf) * [Example 2: Answer questions about an occupation (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb1progress.aspx) |
| Achievement standard | Achieved  (B1.3) | **At Level B1,** students communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English that is supported by its immediate context. They use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually concerning concrete subject matter.  Students follow simple instructions, answer predictable questions, make basic requests and express needs simply. Students show initial understanding that English changes according to context and audience, and modify their use of English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non-verbal language. Students’ utterances are characterised by varying grammatical accuracy. They use common adjectives and adverbs to describe or add emphasis. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm understanding. They restate simply, repeat or re-pronounce when necessary. | * [Example 1: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1speaklists1.pdf) * [Example 2: Recount-aquarium (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1speaklists2.pdf) * [Explain an occupation and answer questions (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb1standard.aspx) * [TEAL oral assessment tasks: B1](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B1** | |
| **Mode** | **Reading and Viewing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B1.1) | **Students beginning to work towards the standard at B1:**   * 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. |  |
| Substage | Consolidating  (B1.2) | **Students consolidating their skills/knowledge at B1:**   * read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them * 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 * 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 * recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud * focus on illustrations and other non-print features when reading * use word lists and personal dictionaries to assist them to read new words. | [Reading activities-occupations (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb1progress.aspx) |
| Achievement standard | Achieved  (B1.3) | **At Level B1**, read short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts. They retell simply, predict likely outcomes, sequence ideas, and complete basic comprehension activities. These texts may be print or digital, including visual, multimodal and interactive.  Students show understanding of the basic purposes of texts, and choose texts appropriately. With support, they read and gather basic information from simple, accessible texts. They 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. They use appropriate intonation and phrasing when reading aloud, showing an understanding of the text’s meaning and the function of basic punctuation. Students show a beginning understanding of the purposes of text organisational features such as headings, labels, diagrams and contents pages. | [Reading activities-occupations (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb1standard.aspx) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B1** | |
| **Mode** | **Writing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B1.1) | **Students beginning to work towards the standard at B1:**   * 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. | [Example 1: Information report-animals (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1write1.pdf) |
| Substage | Consolidating  (B1.2) | **Students consolidating their skills/knowledge at B1:**   * communicate their ideas and experiences simply through writing, drawing, copied or dictated texts * contribute to whole-class or small-group shared writing activities * demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose * write simple sequenced descriptions, recounts, and procedures, following models * write or draw for specific audiences * students’ writing reflects their oral structures * link ideas using common conjunctions and show awareness of the need for basic punctuation * demonstrate knowledge of some sound–letter relationships, and show evidence of some planning * model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations, and asking how to write a word * begin to form letters and place text appropriately. | [Example 1: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1writep1.pdf) |
| Achievement standard | Achieved  (B1.3) | **At Level B1,** students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. Students use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented.  Students’ written texts incorporate the basic grammatical features of their spoken English. They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter–sound relationships. They use some simple strategies for spelling words, such as checking word lists or books. With support, students plan and edit their texts, providing additional information through visual images. They use the basic features of computer software applications to write and present their texts. | * [Example 1: Write about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1writes1.pdf) * [Example 2: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1writes2.pdf) * [Example 3: Write about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1writes3.pdf) * [Example 4: Recount-weekend (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b1writes4.pdf) * [TEAL writing assessment tasks: B1](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/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B2** | |
| **Mode** | **Speaking and Listening** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B2.1) | **Students beginning to work towards the standard at B2:**   * are beginning to extend their comprehension and use of social and classroom language * are able to use simple conjunctions such as 'and' and 'but' * are still very reliant on contextual support particularly to understand academic content of lessons and classroom discussions * are able to engage in social interactions and contribute to classroom discussions using language beyond short utterances and formulas, however breakdowns in accuracy and fluency will occur as they take more risks. For example, subject–verb agreement is very unstable and not usually correct * attempt to mark past time with time markers, but do not yet use past tense forms. | * [Example 1: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2speaklist1.pdf) * [Example 2: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2speaklist2.pdf) * [Language game (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb2begin.aspx) |
| Substage | Consolidating  (B2.2) | **Students consolidating their skills/knowledge at B2:**   * continue to extend their comprehension and use of social and classroom language * appear more confident in social exchanges and will initiate interactions with teachers and peers * show increasing confidence in participating in structured mainstream class and group learning activities and are able to respond to direct questions about familiar classroom topics with support from the teacher * can use endings of common verbs with some consistency, and can use 'don't' for negation. Subject-verb agreement is sometimes correct, but not in every utterance * can use some common past tense verbs, but still usually mark past time with time markers rather than verb tense. | * [Example 1: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2speaklistp1.pdf) * [Language game (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb2progress.aspx) |
| Achievement standard | Achieved  (B2.3) | **At Level B2,** students communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English. They negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures.  They identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interactions appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when supported by clear contexts. They use simplified English, with varying grammatical accuracy, combining known formulas, learnt grammatical features and new vocabulary to construct new utterances. They use basic time and sequence markers and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics. They pronounce familiar words comprehensibly. They employ basic strategies to sustain and enhance communication in English. | * [Example 1: Describe a picture (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2speaklists1.pdf) * [Example 2: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2speaklists2.pdf) * [TEAL oral assessment tasks: B2](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B2** | |
| **Mode** | **Reading and Viewing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B2.1) | **Students beginning to work towards the standard at B2:**   * read short familiar texts independently and read unfamiliar texts with considerable teacher support and encouragement * respond personally to texts, expressing opinions simply about texts they have read often relying on the teacher’s reading and interpretation as a model for their own response * recognise the main purposes of factual and fictional texts and begin to identify some differences between the topic, structure and presentation of factual texts * continue to develop their reading strategies and use their developing knowledge of sound-symbol relationships and letter patterns, sight vocabulary and knowledge of English grammar. | [Connect text to self (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb2begin.aspx) |
| Substage | Consolidating  (B2.2) | **Students consolidating their skills/knowledge at B2:**   * read familiar texts with increasing confidence and continue to require teacher support to read unfamiliar texts with known words and predictable patterns * with teacher support, they use organisation features (e.g. headings, diagrams) to locate information in factual texts * are able to draw on their developing proficiency in English to comprehend and predict meaning but are still quite dependent on language developed through speaking and listening in English and may rely on key words for understanding * are able to complete simple tasks about texts however they may be able to demonstrate their understanding of texts more competently through oral rather than written language responses * attempt to self correct but may do so inconsistently. | [Connect text to self (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb2progress.aspx) |
| Achievement standard | Achieved  (B2.3) | **At Level B2,** students read familiar and unfamiliar texts containing predictable structures and familiar vocabulary. These texts may be print or digital, including visual, multimodal and interactive.  Students follow simple written instructions and questions. They identify the basic purposes of simple texts, and recognise the basic stages of common text types. They use their developing vocabulary and their knowledge of sentence structure and English letter–sound relationships to predict and self-correct. They modify intonation to differentiate questions, exclamations or dialogue when reading aloud. They follow simple time and logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. Students use simple strategies to assess text difficulty and to choose new texts to read. |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B2** | |
| **Mode** | **Writing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B2.1) | **Students beginning to work towards the standard at B2:**   * write their own simple texts for different purposes in guided contexts * draw on models provided and use repetitive structures in an attempt to write longer texts * their writing will include marked EAL features (e.g. sometimes leaving out articles and verb endings, and making errors with verb tenses) as they become more confident in experimenting with oral and written English * their writing is still reflective of their everyday spoken English * attempt to spell new words using their own pronunciation and write familiar words accurately. | [Example 1: Explanation-Sound (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2write1.pdf) |
| Substage | Consolidating  (B2.2) | **Students consolidating their skills/knowledge at B2:**   * continue to write their own simple creative and informational texts for classroom purposes with support * begin to include some details that help orient the reader * their writing shows varying control over grammatical features such as subject–verb agreement, tense, noun-pronoun reference and articles * their writing begins to include features of written-like language however it is still influenced mostly by their spoken language * spell accurately most monosyllabic and many high frequency words. | [Example 1: Explanation-How telephones work](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2writep1.pdf) |
| Achievement standard | Achieved  (B2.3) | **At level B2,** students write for a range of purposes on familiar topics. They write simple, organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. Their writing demonstrates an understanding of the purposes of common text types, and their structures and features.  Students’ written texts include basic information and detail. They use a number of common conjunctions to link ideas, using pronoun references with some noun–pronoun agreement, simple phrases to express basic comparisons, and some basic punctuation with consistency. Their attempts to spell new words are plausible, and based on known English letter–sound relationships. They use a range of strategies for spelling words, checking word lists or keeping personal dictionaries. They base new sentences on known sentence structures. Students draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them. They use more advanced software functions to write, edit and present their texts. | * [Example 1: Narrative-Stop taking my things (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2writes1.pdf) * [Example 2: Narrative-The three fairies (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b2writes2.pdf) * [TEAL writing assessment tasks: B2](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/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B3** | |
| **Mode** | **Speaking and Listening** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B3.1) | **Students beginning to work towards the standard at B3:**   * interact more confidently in an increasing range of informal social situations * participate in and contribute to academic learning activities where the teacher provides suitable levels of contextual support through modelling and scaffolding of language and structures * attempt to explain and express complex ideas related to their classroom learning and experiences but are still drawing on limited language resources to do so. | * [Example 1: Answer questions about self (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3speaklistb1.pdf) * [Example 2: Story retell Story retell (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb3begin.aspx) |
| Substage | Consolidating  (B3.2) | **Students consolidating their skills/knowledge at B3:**   * participate actively in most social situations * engage more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but are still limited by their developing language resources in the extent to which they are able to contribute specific details or explanations of more complex ideas. |  |
| Achievement standard | Achieved  (B3.3) | **At Level B3,** students generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information. They use appropriate sequence markers and consistently use most common irregular past tenses. They provide greater detail through the use of longer noun groups and adverbial phrases. They use comprehensible pronunciation, stress and intonation. They access English from a range of oral and written sources, and extend their oral skills by incorporating new vocabulary from these sources into their own repertoire. They are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details. | * [Example 1: Recount of class excursion (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3speaklists1.pdf) * [Example 2: Story retell (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb3standard.aspx) * [TEAL oral assessment tasks: B3](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B3** | |
| **Mode** | **Reading and Viewing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B3.1) | **Students beginning to work towards the standard at B3:**   * read a range of familiar and unfamiliar texts, however teacher guidance in the selection of texts is necessary to limit the incidence of densely written information and language complexity * are able to identify key information from factual texts on familiar topics but need teacher guidance to paraphrase and summarise the main ideas * compare the organisational structures of different text types * comprehension is limited by their developing vocabulary and knowledge of English grammar. | [Story retell (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb3begin.aspx) |
| Substage | Consolidating  (B3.2) | **Students consolidating their skills/knowledge at B3:**   * read fictional and subject-specific texts of increasing complexity but still require contextual support and more time than their English speaking peers to comprehend language and concepts * make simple inferences and understand the gist of texts but may not be able to identify or recall specific details in more complex texts. |  |
| Achievement standard | Achieved  (B3.3) | **At Level B3,** students read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive.  Students demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions, and they compare some details in texts. They demonstrate some awareness of how information is organised in English texts. They recognise the cohesive devices connecting ideas and the organisation of information in a text, and use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read new texts. They use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information. | [Story retell (video)](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/stageb3standard.aspx) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pathway B (Years 2 – 8)** | | |
| **Level** | **B3** | |
| **Mode** | **Writing** | |
| **Substages and achievement standard** | | **Student work samples** |
| Substage | Beginning  (B3.1) | **Students beginning to work towards the standard at B3:**   * write simple texts based on models which include basic organisational features of familiar text types * continue to connect ideas using a range of common conjunctions * begin to use more written-like language in their writing and include some technical language in factual texts * extend noun groups by including adjectives before the noun * plan and make simple revisions of their writing. | * [Example 1: Persuasive-Cricket (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writeb1.pdf) * [Example 2: Procedural recount-Making pancakes (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writeb2.pdf) * [Example 3: Explanation-ANZAC Day (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writeb3.pdf) |
| Substage | Consolidating  (B3.2) | **Students consolidating their skills/knowledge at B3:**   * are beginning to construct more complex examples of logically organised genres with increasing independence * use subject–verb agreement and tense with increasing control * begin to include more complex language and sentence structures in their writing * use common technical vocabulary in factual texts more consistently * accurately spell common words used in the classroom and use their knowledge of sounds and letter patterns to spell unfamiliar words. | * [Example 1: Explanation-The seasons (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writep1.pdf) * [Example 2: Information report-Plants (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writep2.pdf) * [Example 3: Description-Teachers (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writep3.pdf) * [Example 4: Information report-Kangaroos (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writep4.pdf) |
| Achievement standard | Achieved  (B3.3) | **At Level B3,** students communicate for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. They write sequenced and ordered factual texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate some overall cohesion and coherence.  Students can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing and proofread after a first draft has been written, improving spelling, punctuation and sentence structure. They present their writing appropriately, in print and digital forms. | * [Example 1: Explanation-Seasons (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/b3writes1.pdf) * [TEAL oral assessment tasks: B3](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/) |