**English as an Additional Language (EAL) reporting resource Pathway A – Level A1 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway A comprises two levels – A1 and A2**. **EAL learners at Pathway A are in the early stages of their school lives as they begin learning in an English immersion environment.**

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| **Pathway A** | Foundation – Year 2 | | | | |
| **Level** | A1 | | | | |
| **Mode** | Speaking and Listening | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER A1** |
| At **beginning Level A1** students:   * have very little or no oral English and do not respond meaningfully to English   **and/or**   * may spontaneously repeat words or phrases without understanding their meaning   **and/or**   * will join in activities, watching and copying what other students do in the classroom but may not speak   **and/or**   * may communicate only with same-language peers. | | | At **consolidating Level A1** students:   * begin to use English to communicate with teachers and peers * begin to learn the very basic oral English needed to manage learning in an English-speaking classroom * 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 * understand that different forms of language are used in different situations and contexts through their home-language experiences. | At **Level A1 Achievement Standard** students:   * communicate in basic English in routine, familiar, social and classroom situations * follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts * begin to modify their responses and manner of interaction to match the responses of others and the context * 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. * use some basic communication and learning strategies to participate in and sustain interactions in English * recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases * use comprehensible pronunciation, stress and intonation that carries elements of home-language pronunciation * use classroom resources such as picture cards or other visual texts to help them communicate. | A student who has achieved the A1 standard will continue on Pathway A to Level A2 of the EAL curriculum.  At the end of Year 2, all students who are working within the A1 range or who have achieved the A1 standard will transition to Pathway B in Year 3. |
| **Examples of student work:** | | A1 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/A1_Speaking_and_Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the A1 and A2 levels, visit the VCAA website – [Pathway A: early immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway A – Level A1 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway A comprises two levels – A1 and A2**. **EAL learners at Pathway A are in the early stages of their school lives as they begin learning in an English immersion environment.**

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| **Pathway A** | Foundation – Year 2 | | | | |
| **Level** | A1 | | | | |
| **Mode** | Reading and Viewing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER A1** |
| At **beginning Level A1** students:   * demonstrate limited recognition of English print   **and/or**   * show little interest in environmental print and books and have a very limited attention span during shared reading activities   **and/or**   * may recognise their home language, depending on their home-language literacy, and may recognise that English print is different from their home language. | | | At **consolidating Level A1** students**:**   * can recognise and name some letters * show interest in print and recognise some environmental print including their name * 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 **Level A1 Achievement Standard** 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. * read in context some familiar words, phrases, numbers and signs * complete simple, structured activities such as sequencing sentences and pictures * show early understanding that texts are written and structured for a variety of purposes * recognise some common letters and letter patterns * name some letters of the alphabet and know the sounds commonly related to some letters and letter groups * recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images * hold and manipulate books appropriately * when listening to texts read aloud, they listen for key words and for repetition of words and phrases * focus on images and other visual features that assist them to understand texts. | A student who has achieved the A1 standard will continue on Pathway A to Level A2 of the EAL curriculum.  At the end of Year 2, all students who are working within the A1 range or who have achieved the A1 standard will transition to Pathway B in Year 3. |
| **Examples of student work:** | | A1 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/A1-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the A1 and A2 levels, visit the VCAA website – [Pathway A: early immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway A – Level A1 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway A comprises two levels – A1 and A2**. **EAL learners at Pathway A are in the early stages of their school lives as they begin learning in an English immersion environment.**

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| **Pathway A** | Foundation – Year 2 | | | | |
| **Level** | A1 | | | | |
| **Mode** | Writing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER A1** |
| At **beginning Level A1** students:   * do not produce English print and may show little interest in writing   **and/or**   * draw pictures to communicate meaning and may discuss their pictures using labels or a simple phrase   **and/or**   * 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, depending on prior experiences. | | | At **consolidating Level A1** students**:**   * attempt to copy writing from other sources, for example environmental print, other students, the teacher’s model * use drawing as a means of expression * observe shared writing   tasks, including watching teacher writing, but demonstrate limited active participation or use of English in these activities   * may exhibit limited concentration during shared writing tasks * talk about their writing and pictures drawing on their oral English language and may use their home language with same- language peers or bilingual teacher * will need to develop concepts like the directionality of English script (left to right) that differ from their home-language script. | At **Level A1 Achievement Standard** 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 * contribute to shared writing activities * demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose * write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedures * produce writing that reflects their oral structures and they link ideas using basic conjunctions * show awareness of the need for basic punctuation * demonstrate knowledge of some sound–symbol relationships * show evidence of some basic planning * model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists * form letters and place text appropriately on the page * use basic features of software applications to write and present their texts. | A student who has achieved the A1 standard will continue on Pathway A to Level A2 of the EAL curriculum.  At the end of Year 2, all students who are working within the A1 range or who have achieved the A1 standard will transition to Pathway B in Year 3. |
| **Examples of student work:** | | A1 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/A1-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the A1 and A2 levels, visit the VCAA website – [Pathway A: early immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway A – Level A2 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway A comprises two levels – A1 and A2**. **EAL learners at Pathway A are in the early stages of their school lives as they begin learning in an English immersion environment.**

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| **Pathway A** | Foundation – Year 2 | | | | |
| **Level** | A2 | | | | |
| **Mode** | Speaking and Listening | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER A2** |
| At **beginning Level A2** students:   * communicate effectively in English, using simple sentences and learned formulae * can use some appropriate terms when requested, relying on non-verbals to indicate level of politeness in other pragmatic events * can join in well-rehearsed and well-known songs, by following peers and/or teacher * take part in everyday activities and routines, relying heavily on a supportive teacher or peer * use English in some shared activities and use home language with same-language peers. | | | At **consolidating Level A2** students**:**   * can participate in routine exchanges like greetings and simple classroom routines without great difficulty * can generate own language beyond formulae and two-word utterances * will use approximations of structures as they test hypotheses * show difficulty in following more complex discussions conducted at fluent-speaker speed * use English more frequently while still using home language with same-language peers. | At **Level A2 Achievement Standard** students   * communicate in an expanding range of predictable social and learning situations * 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 * follow a short sequence of instructions related to classroom procedures and learning activities * negotiate familiar social and learning situations, using English appropriate to the situation * demonstrate comprehensible pronunciation, stress and intonation with some home-language influences * adjust their speech choices in response to audience and topic * 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 * 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. | A student who has achieved the A2 standard consistently in all three language modes may be able to transition to the English curriculum if they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum * capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.   At the end of Year 2, students who are working within the A2 range transition to Pathway B in Year 3. Students who have achieved the A2 standard may transition to Pathway B or the English curriculum, depending on what is developmentally appropriate for the individual learner. |
| **Examples of student work:** | | A2 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/A2-Speaking-and-Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the A1 and A2 levels, visit the VCAA website – [Pathway A: early immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)

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For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway A – Level A2 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway A comprises two levels – A1 and A2**. **EAL learners at Pathway A are in the early stages of their school lives as they begin learning in an English immersion environment.**

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| **Pathway A** | Foundation – Year 2 | | | | |
| **Level** | A2 | | | | |
| **Mode** | Reading and Viewing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER A2** |
| 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 * 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 * can identify some similarities between English texts and home-language texts. | | | 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 in English and their home language * 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** 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. | A student who has achieved the A2 standard consistently in all three language modes may be able to transition to the English curriculum if they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum * capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.   At the end of Year 2, students who are working within the A2 range transition to Pathway B in Year 3. Students who have achieved the A2 standard may transition to Pathway B or the English curriculum, depending on what is developmentally appropriate for the individual learner. |
| **Examples of student work:** | | A2 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/A2-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the A1 and A2 levels, visit the VCAA website – [Pathway A: early immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)

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For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway A – Level A2 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway A comprises two levels – A1 and A2**. **EAL learners at Pathway A are in the early stages of their school lives as they begin learning in an English immersion environment.**

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| **Pathway A** | Foundation – Year 2 | | | | |
| **Level** | A2 | | | | |
| **Mode** | Writing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER A2** |
| At **beginning Level A2** students:   * are beginning to write their own very short, simple texts * write texts using sentence structures based on oral structures and very simple repetitive texts * write with less need for teacher transcription as they develop an ability to use some basic conventions of writing in English * use phonetic strategies often influenced by their home language to spell words. | | | At **consolidating Level A2** students**:**   * can develop a simple plan for writing using pictures or drawings * are beginning to write texts about familiar topics and experiences which include related ideas * are becoming more aware of audience and purpose, but still require significant teacher support and modelling and environmental print * use invented spelling, sometimes reflecting home-language influence * write some words spelt conventionally from a known spelling vocabulary. | At **Level A2 Achievement Standard** students**:**   * communicate ideas, events and experiences through simple texts based on familiar spoken and written language * write for a variety of personal and classroom purposes, using known and modelled structures and features * write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences * use their developing oral base and reading repertoire when writing their own texts * write texts using simple but coherently linked sentences, basic structures and well-known vocabulary * use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives * attempt to spell new words, based on known spelling patterns and base words * use vocabulary lists, modelled texts and familiar books to find how to write new words * write letters legibly and make some changes to their texts when editing * use advanced features of software applications to write and present their texts. | A student who has achieved the A2 standard consistently in all three language modes may be able to transition to the English curriculum if they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum * capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.   At the end of Year 2, students who are working within the A2 range transition to Pathway B in Year 3. Students who have achieved the A2 standard may transition to Pathway B or the English curriculum, depending on what is developmentally appropriate for the individual learner. |
| **Examples of student work:** | | A2 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/A2-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the A1 and A2 levels, visit the VCAA website – [Pathway A: early immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)

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