**Pathway A Level A1 Reading and viewing**

**Imaginative text - Retelling the Three Little Pigs (1)**

|  |  |
| --- | --- |
| **Student information**  | The student is six years and nine months old. She comes from Afghanistan and has been in Australia for nine months. Her home language is Dari. The student did not attend school in Afghanistan prior to coming to Australia. She is currently in a Year 1 class in an English language centre where she has been attending for eight months.  |
| **Task**  | Students read the story of *The Three Little Pigs* as an introductory activity to a larger unit of work on ‘Houses’. Unfamiliar vocabulary was introduced using flash cards and realia of different building materials such as straw, sticks and bricks. Students explored different types of houses using images on an interactive whiteboard, including pictures of homes in the students’ countries of origin. The students were asked to retell the story after they had read it with the teacher. They were then asked to match words and phrases from the story to pictures.In the assessment task the teacher wanted to know whether the students understood some metalanguage about the text, were aware of some sound/letter relationships, were able to participate in a shared reading, could understand the main ideas of a story and could demonstrate their understanding of some key written words and phrases in the story.In the task the teacher was assessing how well the students:* identified some sound/letter relationships
* understood a familiar story through a retelling
* recognised and read familiar word and phrases from the story.

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

|  |  |  |
| --- | --- | --- |
| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:06-1:09 | Can you show me the name or the title of the story?**The name.**Yeah, good girl. Can you point to a word?**The.** The, a word.**This.**Can you, one word.**Alright, the, a.**Yeah, and what is, ‘the’, good. Can you point to another word?**Mm.**And what does that say?**Three.**Good. Can you point to a letter? Show me a letter. **Letter?**Mm.**This one.**And what, which one?**T H E.**Good. Is this a small ‘T’ or a capital ‘T’?**Capital.**And is this a small ‘T’ or a capital ‘T’?**Small T.**Yeah, very good. Can you point to the letter ‘E’?**‘E’.**‘E’, yeah.**There.**And what sound does it make?**E, e, e.** Good, and what about the letter ‘I’?**I.** Yeah, show me an ‘I’.**There.**Good, and what sound does it make?**I, i, i.** Good, and what about the letter ‘S’? Can you point to the letter ‘S’?**S, there.**Mm, and what sound does it make?**Sss.**  | * Understand and use simple metalanguage for books and reading [(VCEALL044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL044)
* Recognise some letters of the alphabet [(VCEALL049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL049)
* Identify some sounds in words [(VCEALL050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL050)
 |
| 1:10-1.39 | Very good. Now Wahida we are going to read the story and, together. Would you like to do that?**Yes.**Very good. So let’s read the title together.**[together] The Three Little Pigs.**Good girl.**[together] The Three Little Pigs. Once upon a time there were three little pigs. The first little pig built a house out of straw.**   | * Participate in shared reading activities [(VCEALA037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA037)
 |
| 1:40-2:40 | Okay Wahida, now I’m going to ask you to tell me what happened in the story, and you can look at the pictures in the story. I have covered the words. Would you like to look at the pictures or do you think you can just remember? You can, we’ve read it lots of times now. Do you remember what happened in the story?**I know.**You know? Okay, off you go. What happened in the story of the Three Little Pigs?**This one made of the house straw.**Good.**And this one, the second little pig made of stick house.**Mm hm.**And the third little pig made of bricksly, bricks house.**Very good. **The wolf come and then he said, “Let me in, let me in.” He said, “Not in my hair and my chinny, chin, chin.” And then he puff and he blow he house.**Very good. | * Understand aspects of simple, familiar texts [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)
* Understand that texts are meaningful [(VCEALA035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035)
 |
| 2:41-5:28 | One more activity. So there are some words here, okay? And there are some pictures over here. I’d like you please to read the word, read all the words first and then I’ll tell you what to do. So what does this say?**House of bricks.**Good girl. **House, no…**Look at the next word. What does the next word say? Can you read…?**Three.**Does this say ‘three’?**No.**This says ‘three’ though. Three…**Three Little Pigs.**Good. What does the first letter say?**‘P’.**Yeah, ‘P’. What sound does ‘P’ make?**P, p, p.** P. What sound does this letter make? **O.**‘O’, po…? And this last letter? What sound does that make?**T.** ‘T’, good. Po…**Po…**Po…**Pot of soup.**Good. This one? **House of straw.** Try again.**Stick.** Sticks.**How…**Look at the first letter. What is the name of the first letter?**‘W’.**‘W’. What sound does it make?**W, w, w.** W, good. W, w…**Wolf.**Good, wolf, excellent. What about this one? This is a new word that we all learnt last week. Do you remember the sound, that C H together makes a sound ‘ch’, ‘ch’… **Chimney.**Chimney, chimney good. And the last one? **House of straw.**Excellent, good. Now Wahida, I’d like you to read the words again, but this time I want you to draw a line matching the words with the picture, okay? And you can choose a crayon. You can use two different colours if you like or just one colour. What would you like?**House of bricks.**Good. What would you like to use? What colour? Good. **Red.**So where is the house of bricks?**Brick.**Yeah, the house of bricks. Good.**This.**Yeah. **Ah, chimney.**Chimney, where’s the chimney? **Ah…**All the way on the other side. **Chimney.**Good, and the last one.**Is house of straw.**Where’s the house of straw? Well done. Excellent work Wahida. | * Understand aspects of simple, familiar texts [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)
* Recognise some familiar words in context [(VCEALL048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL048)
* Identify familiar words and simple sentences and match them to images [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032)
* Identify some sounds in words [(VCEALL050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL050)
* Recognise some common letters and letter patterns in words [(VCEALL051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL051)
* Recognise capital letters, spaces and full stops [(VCEALL052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL052)
 |

|  |  |
| --- | --- |
| **Overall, this student can also:** * Understand that texts are meaningful [(VCEALA035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035)
 | **Possible next steps for this student’s learning:** * Practising reading simple, familiar texts with fluency [(VCEALC030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030))
* Matching sentences to pictures [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032)
* Re-constructing jumbled up sentences taken from the text [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)
* Using visuals to retell the story in her home language to family members, a Multicultural Education Aide or a peer who speaks the same language [(VCEALA041](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA041))
 |
| This student’s performance in this task suggests that she is working within the range of Level A1 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 A1, consolidating A1 or at the A1 standard in Reading and viewing. At **beginning Level A1,** students:* do not seem to recognise 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, if it has a written form, 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 Standard achievement**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10) 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.
 | **Pathways and Transitions considerations:** A Year 1 student working within the range of Level A1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway A of the EAL curriculum in all language modes. |