**Pathway A Level A1 Reading and viewing**

**Imaginative text - Retelling the Three Little Pigs (2)**

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| **Student information** | The student was born in Iraq and is seven years old. His first language is Arabic. He has been in Australia for ten and a half months and has been attending an English language school since he arrived. He did not attend school in Iraq. He is the youngest of four boys in his family. His father speaks fluent English and supports the student’s learning of reading by listening to his reading at home. |
| **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**.  |

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| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:06-0:49 | So Ahmed, we have read this story in the classroom many times. Can you show me the title? Where does the, where is the title on the book?**[Silence]**Can you show me the name of the book?**[whispers] The Three Little Pigs.**Very good. The Three Little Pigs. Can you point to a letter? Show me a letter.**Just one letter?**Just one letter, yeah. Good, and what is the name of this letter?**‘T’.**‘T’, and what sound does it make?**T, t.** Good. | * Distinguish English script from non-English script [(VCEALA039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA039)
* 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)
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| 0:50-2:18 | Now we are going to, I want you to tell me what happened in the story and you can use the book. This book has the words covered, so you can look at the pictures to help you tell the story, okay? So can you tell me what happened at the start of the story? Let’s open to the first page. What happened in the story?**Once…**Can you tell me? Who are these?**Pigs.**Yeah, the three little pigs. And what did they do? **Build house.**Yeah, and what kind of house did this little pig build?**Straw.** Mm, and this one?**Sticks.**And this one?**Bricks.**Good. What happened after that?**Wolf is a coming.**Mm. And where did he go? First he went to the house of…?**Straw.**The straw, the first little pig had made. And what did he do? What did he say to the first little pig?**“I’m going to huff and puff and blow your house in.”**And did he blow the house in? Good. | * Recall or repeat familiar or favourite parts of a text using memory or home language resources [(VCEALA041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA041)
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| 2:19-3:22 | Now with your blue crayon can you draw a line matching the words to the picture? Can you read this, the words again? What does this say?**House of mm bricks.**Excellent. Can you show me, where is the house of bricks? Good, so can you draw a line matching the words with the picture?**Match like this?**Yeah, just a straight line, like that. Yeah, so from the word, good. Very good, okay. What did this say again?**Three Little Pigs.**Good, and where are the three little pigs? Good, so draw a line. Good. **That one?**Yeah. Good, so draw a long line from here all the way to the other side. Good, next one. **House of sticks.**Very good, where is the house of sticks. Good. | * Understand aspects of simple, familiar texts [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)
* Identify familiar words and simple sentences and match them to images [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032)
* Rely on content words to understand the main idea in a text [(VCEALL045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL045)
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| **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 familiar texts aloud [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030)
* Recording and listening to his own reading of the story [(VCEALL054)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL054)
* Using the pictures in the book to retell the story in his home language to a parent, a Multicultural Education Aide or other same-language peers [(VCEALA041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA041)
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| This student’s performance in this task suggests that he 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 2 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 the EAL curriculum in all language modes.  |