**Pathway A Level A2 Reading and viewing**

**Imaginative text - Shared reading of Red Riding Hood**

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| **Student information** | The student was born in Thailand to parents who had left Burma and Burmese is the main language spoken at home. She is now six years and nine months old and has been in Australia for four years. The student has been attending school in Australia for one year and nine months. Previously she attended an English language school for one year before moving to her current school, where she is in Year 1 participating in a refugee bridging program. |
| **Task** | The task involves the students participating in some activities based on a class reading of *Little Red Riding Hood.* This is a genre that is familiar to the class, as they have previously read other folk tales and children’s stories, including other versions of this story. The teacher read the story to the whole class, using a big book, and then the students retold the story with reference to the pictures. The class then re-read the story with students reading the parts for the different characters. Following these class readings, the students then chose some statements, which they classified as true or false and then shared their evaluations of the statements with the teacher.  The teacher wanted to assess how well the student could read a familiar text and read simple statements to confirm their understanding of the story they had read.  In particular, she wanted to see how well the student:   * participated in a simple group task based on the shared reading of the text * recalled factual information from texts read and viewed in class * used a range of cues when reading * read a well-known text with some fluency.   The words spoken by the student being assessed are in **bold**. The words of other students are in *italics* and the teacher’s words are in normal font. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:03 | Once upon a time there lived a little girl who always wore a bright red cape with a hood. She was known as Little Red Riding Hood. She lived with her mother in a cottage near the woods, and on the other side of the woods lived her grandmother. Just then a wolf stepped out from behind a tree. “Good day, my dear,” he said, “And where are you going?”  **[together] I’m going to visit my sick grandmother on the other side of the woods.**  From that day on grandmother was much more careful about who she invited in, and you can be sure that Little Red Riding Hood always did stay on the path. |  | |
| 1:04-2:18 | Today we’re going to share the story of Red Riding Hood, but now I would like you to help me read the story, and as you know you can be a character. So we have got some characters. Who can tell me the characters in the story of Red Riding Hood? Roma, can you tell me one character?  *Red Riding Hood?*  Red Riding Hood. Can you tell me a character O May He? Red Riding Hood?  **A wolf.**  The wolf.  Just then, a wolf stepped out from behind a tree. O May He?  **“Good dear…”**  Day.  **“…day, my dear.”**  He said.  **“And where are you going?”**  The wolf knocked on the door.  *“Who is it?”*  Called Grandmother.  **“It me, Little Red Riding Hood.”**  And said the wolf in a little voice, “I’ve…”  **“I come to visit you.”** | * Use developing knowledge of English to predict some words or phrases [(VCEALL127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL127) * Read familiar phrases and sentences with fluency [(VCEALL128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL128) * Use knowledge of context, text structure and language to understand literal and inferred meanings [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) | |
| 2:19-4:05 | Today we’re going to talk about true and false again, and like we did last week with Jack and the Beanstalk, you’re going to have some…  **Jack and the Bean…**  Jack and the Beanstalk, you’re going to have some statements about Red Riding Hood.  **Hood, about my…**  Exactly the same as last time. This time you’re going to put them down and paste them onto your own sheet which says ‘true’ and ‘false’. Who can tell me what…?  **What is Goldilocks [overtalking]?**  …’true’ mean? What does ‘true’ mean? Erica?  **Mandarin, mandarin, stop [overtalking]…**  Shh, shh, shh. Just a sec darling.  **That mean, this really you did it.**  It’s something that is real, it’s true. Something that is real. What about ‘false’?  **False is the wolf is not a grandma.**  Oh, so you’re giving me a false statement about the wolf? Can you give me a false statement about me? Can you give me…?  **Yeah, Miss Biviano, not here.**  That is a false statement because I am here. Can you read your statement, O May He? Sitting up nicely please, can you read your statement?  **Goldilocks…**  *Not Goldilocks.*  **Grandma…**  It starts with ‘G’, doesn’t it? But it’s ‘Grandma’**.**  **Grandma.**  Shh, shh, shh.  **Grandma…**  Killed.  **…killed the wolf. Not true.**  Not true, no. No, what happened to Grandma?  **Grandma is in the cupboard.**  Yes, she went into the cupboard. | * Use developing knowledge of English to predict some words or phrases [(VCEALL127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL127) \*use of initial sound led to a miscue | |
| 4:06-5:38 | O May He, I’m going to ask you to read for me two true statements.  **Red Riding Hood said, “Grandma, what big ears you have.”**  Lovely. That one says, “What big eyes…  **[together] “…you have.”**  Good girl. And another one?  **“Red Riding Hood, she a little girl.” Good**  **[together] “Red Riding Hood was…”**  **“…a little girl.”**  Lovely. Thank you. And two false statements, can you read two false statements?  **“Red Riding Hood was a boy.”**  Lovely, and one more.  **“The wolf…**  “…dressed…”  **“…dressed up like the woodcutter.” Not…**  Not true? No, a false statement. Thank you O May He.  **Red Riding Hood Mum…**  Do you want to read another one? Do you want to read this one? No?  **[together] “Red Riding Hood’s…”**  **“…Mum…”**  “…told…”  **“…told her to visit your aunt, no, uncle.”**  “…visit her uncle.”  **“…uncle.” Not true.**  Not true. Thank you very much O May He. Good girl.  **I’m going.** | * Recognise a small range of familiar words in different contexts [(VCEALL129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL129) | |

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| **Overall, this student can also:**   * Understand a small range of simple, familiar texts [(VCEALC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC112) * Participate in simple group activities based on shared texts [(VCEALA119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA119) * Use knowledge of letters and sounds to read a new word or locate key words [(VCEALL132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL132) * Read familiar texts with some fluency [(VCEALL135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL135) | **Possible next steps for this student’s learning:**   * Describing each character in the story, including physical features, qualities and feelings [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) * Taking on the role of a character in a reader’s theatre session, initially with support then independently [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) [(VCEALC115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC115) [(VCEALA119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA119) * Writing and reading her own version of the story [(VCEALC115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC115) |
| 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 because of their developing English proficiency * 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.   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 * 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**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)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. | **Pathways and Transitions considerations:**  A Year 1 student who is working within the range of A2 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.  A Year 1 student should consistently demonstrate the final achievement standard in Pathway A (Level A2) in all three language modes before they transition to the English curriculum.  They will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support.  They will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum.  They will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increase, for example in Year 3 and 4. |