**Pathway A Level A2 Speaking and listening**

**Imaginative text - Discussing Red Riding Hood**

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| **Student information**  | This student was born in Thailand to Burmese parents. She speaks Burmese at home. She is six years and four months old and has been in Australia for four years and nine months. She attended an English language school for one year, before moving to her current school, where she is in Year 1 and participating in a refugee support program.  |
| **Task**  | The task involves the student retelling the story of Little Red Riding Hood following a class reading of the book. The students in the group are retelling parts of the story, following prompts from the teacher and using the pictures in the big book the teacher read to them. This is a genre that is familiar to the students as they have previously read other folk tales and children’s stories, including other versions of this story. The children went on to further activities that involved them retelling and demonstrating their comprehension of the story. The teacher was assessing how well the student could use sequence markers and retell parts of the text with teacher support. In particular, the teacher was observing how well the student: * actively listens in classroom interactions
* responds and acts in ways that are appropriate to the context of the interaction
* describes a sequence of events or actions
* speaks clearly and intelligibly.

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:** |
| 0:06-0:37 | We know the story of Little Red Riding Hood.**Yeah.**Don’t we? We know it really well. We have read not only this book, Little Red Riding Hood, but we have also read other versions…**Of Little Red Riding Hood.**Remember we spoke about that word ‘version’. What does that mean?**Like another book.**Another book with the same story. So we’ve read I think about three different versions of Red Riding Hood, but today we’re looking at this version and…**The same version.**   |  |
| 0:38-1:29 | Fe Re Dar. **The wolf show the path, Little Red Riding said to the wolf to follow to her Grandma house and wolf show the path where he can go to her Grandma house.**He’s helping her, isn’t he, show her the way to Grandmother’s house?**And he go wriggly plan.**He’s got, sorry?**Wriggly plan.**He’s got a sneaky plan? Mm, what do you think his plan is?**He gonna to run to Grandma house first and he gonna to slip in her Grandma house, in Grandma bed.**You know the story, don’t you Fe Re Dar? Wonderful.  | * Understand phrases describing place or location [(VCEALL105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL105)
* Understand key information in a short spoken or multimodal text [(VCEALC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC087)
* Use words learnt from a range of classroom and social contexts [(VCEALL108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL108)
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| 1:30-3:27  | What’s happening here on this page?**Red Riding Hood knocked the door and, “I am Red Riding Hood. I’m coming to visit you.”**So did Red Riding Hood say something to Grandma?**Yes.**What did she say?**“I’m just come, I’m coming to visit you.”**Lovely, and it says that here, “I’ve come to visit you.” Good.**Said the Red Riding Hood.**Red Riding Hood did say that. Good girl. **Good.**What about this page Fe Re Dar? What’s happened on this side, this page?**Goldilocks come and Goldilocks looked a…**Goldilocks?[laughter] Goldilocks? **[laughter] Red Riding…**Where is Goldilocks? I think I know why you said ‘Goldilocks’, because we’ve been talking about all the different fairy tales, haven’t we? That’s okay, I do that sometimes. **Red Riding, Red Riding Hood come in and Red Riding Hood then visits Grandma.**Mm.**Her [0:02:39.0] think yeah, this is her Grandma and the cat was under the bed. [laughs]** The cat is under the bed. Does the cat look a little bit scared?**Yeah, he going to be cry.**Why do you think the cat is a little bit scared?**By, because of the wolf.****Because the wolf was bad wolf.**Maybe the little pussy cat knows that…[laughter] **Not pussy cat.**…who’s in the bed?**Wolf.****The bad…**A wolf is in the bed and…**…the bad wolf.**…Grandma’s not. So, can you tell me Fe Re Dar, what’s happening on this page?**Red Riding Hood run out and the woodcutter’s, he, Red Riding Hood run out and woodcutter’s, he, wolf want to eat the Red Riding Hood and Red Riding Hood cry.**Mm.**And Red Riding Hood say, “Help, help.”** | * Understand key information in a short spoken or multimodal text [(VCEALC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC087)
* Use words learnt from a range of classroom and social contexts [(VCEALL108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL108)
* Employ communicative strategies to enhance meaning [(VCEALL111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL111)
* Combine known formulas, structures and other vocabulary to communicate [(VCEALL100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL100)
* Understand phrases describing place or location [(VCEALL105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL105)
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| 3:28-3:59  | Let’s all read this last page together.**[together] 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.**Very important. Thank you for sharing Red Riding Hood with me today, that’s lovely.  |  |

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| **Overall, this student can also:** * Negotiate familiar social and learning situations using language appropriate to the situation [(VCEALC085)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC085)
* Demonstrate active listening and follow speech [(VCEALC083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC083)
* Respond appropriately in a range of common social and classroom situations [(VCEALC084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC084)
 | **Possible next steps for this student’s learning:** * Practising subject-verb agreement in speech, for example, pronouncing the ‘s’ sound at the end of a verb in a sentence with singular nouns [(VCEALL101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL101) [(VCEALL102)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL102) [(VCEALL110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL110)
* Retelling the story independently with visual support [(VCEALC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC087)
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| This student’s performance in this task suggests that she is working within the range of Level A2 in Speaking and listening. The assessing teacher will need to consider a range of writing samples in order to determine whether this student is at the beginning of A2, consolidating A2 or at the A2 standard in Speaking and listening. At **beginning Level A2** students:* communicate effectively in English, using simple sentences and learned formulae
* use comprehensible pronunciation, stress and intonation
* 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.

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
* find discussions between teacher and learners at fluent speaker speed still too difficult for them to participate in.

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:* 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
* 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.
 | **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. |