**Pathway B Level B1 Reading and viewing**

**Informative text - Reading activities on *What’s My Job?* (1)**

|  |  |
| --- | --- |
| **Student information** | The student is eleven and eight months old and has been in Australia for ten months. He is from Afghanistan and Dari is his home language. In Afghanistan, the student had three years of interrupted schooling and there was a gap of almost three years between his schooling in Afghanistan and his arrival in Australia. He has been attending an English language school for ten months in a Year 6 class. |
| **Task** | The class had been learning about different occupations and jobs. The students had learned the vocabulary and read a variety of texts about different people and their work. Students had also delivered oral presentations to the class about the work done by people in different occupations. There were three parts to this reading activity. The first is a shared class reading of a book which describes different occupations. As a class, the students then match flashcards with descriptions of various occupations with the title of the occupation in the second activity. Finally, the students independently match the names of the occupations with descriptions of the role.  In this reading task the teacher is assessing how well the student recognizes and gains meaning from short texts to demonstrate his understanding of the texts. He is observing the extent to which the student uses sight vocabulary of familiar topic-related words to comprehend texts, as well as, how successfully the student can read and understand sentences that use a basic subject-verb-object pattern. The teacher is specifically interested in how well the student can:  • complete a simple task to demonstrate his comprehension of a text  • sequence and recreate a text that had been cut up  • use key words in understanding a text  • independently read sentences about different occupations related to his community  • read aloud in order to demonstrate his reading skills.  The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the teacher’s words are in normal font. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-2:06 | Okay children, we looked at this book this morning, now we’re going to look at it this afternoon and you’re going to try to do some reading from it, okay? What’s the title of this book please? Have a look. What’s the title? Ali?  **“My Job.”**  It does say ‘My Job’. Well done Ali, yeah.  *“What’s My Job?”*  **Oh.**  “What’s My Job?” No, what you said was fine Ali, but the whole title is “What’s My Job?” And the author’s name is down the bottom, and the author’s name is Wendy Blaxland. So she wrote the story and the story is going to be about this. What’s My Job? Okay, now you two boys have to share, share. Shah, you have this one yourself. Did I hear ‘thank you’?  **[together] Oh, thank you Miss.**  Oh, I should think so. Okay, don’t forget to let Naita look on too please, alright? Alright, let’s turn into the first page. Have a look at this Shah, this one here. Shah? This one. What can you see in the picture? What do you think this man up the top is with his white hat and his white coat on? And you should know Tom.  *Cook.*  A cook or a…?  *Baker.*  …a baker. And what about this lady in here please? Alireza?  *A dancer.*  A dancer. Oh, what about this person down the bottom? Have a look at him. Let this girl look please, both look. This one here. He works under the ground. Can you remember what we called him? It stated with an ‘M’, mmm.  *Mmm…*  *Mine…*  *Mine.*  *Men.*  Oh, nearly right.  **Miner.**  Nearly right, he’s a miner. Everyone say it.  **[together] Miner.**  Miner. | * Use a range of cues to support reading and viewing [(VCEALL290)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL290) * Use some of the terminology of reading [(VCEALL282)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL282) | |
| 2:07-2:42 | **I’m, oh yeah, I’m, I’m a fireman.**  Farmer.  **I’m a farmer.**  See the farmer up here Ali, with his sheep?  **Can I read that?**  Yes, that’s yours. Hold the book.  **I…**  J, j.  **I jump…**  Jog.  **…jog and wor…**  Work.  **…work. We are play…**  What’s this thing here?  **Hm?**  What’s in the picture? With a…?  **Ball. What’s my job?**  Thank you. | * Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar [(VCEALL283)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL283) * Identify common syllables and patterns within words [(VCEALL288)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL288) * Read some familiar words and phrases [(VCEALL286)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL286) | |
| 2:43-4:27 | What job would you like? Now I really want you to think about that because this book has told us about many jobs, but when you grow to be a man or a lady what would you like to do? Now I’m going to ask you, Ali? I know what you’re going to say, but what is it?  **Soccer player.**  I thought so, you’d like to be a sports person. Right, now that book was all about the different people in our community and the jobs that they do, and here I’ve got some names of some of the people and we’re going to try and read both parts of the sentences so that we can match them up so that we can put them together and it makes sense, alright? Oh, you want to have a try? Okay, you can Ali, go.  **Ba…**  Bakes.  **Bake ba, bake, ba**  What do we bake?  **Bake…**  In the oven?  **Bakes…**  And you eat it for lunch.  **Mm.**  It’s round and it’s flat. B, b, b…  **B…**  Bread.  **Bread, and cakes.**  That’s right, well done. So the last one, and now you’ve got to try and read the whole thing without Mrs Richmond helping you.  **A bread…**  *Baker.*  **…a baker. Baker…**  Bakes.  **Bake bread, bakes bread and…**  *Cake.*  **…cakes.**  Okay, Van I think Ali could hear you a little bit because you were trying to read it too, but that’s okay, alright? | * Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar [(VCEALL283)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL283) * Understand the sequence of key words, phrases or ideas in a familiar text [(VCEALL281)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL281) * Read some familiar words and phrases [(VCEALL286)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL286) | |

|  |  |
| --- | --- |
| This student’s performance in this task suggests that he is working within the range of Level B1 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 B1, consolidating B1 or at the B1 standard in Reading and viewing.  At **beginning Level B1** students**:**   * show interest in print and recognise some environmental print including their name, can recognise and name some letters * 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 **consolidating Level B1** students:   * show beginning understanding of the sound–symbol relationships of English * read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make * focus on illustrations and other non-print features when reading * retell a simple familiar story, and sequence a simple familiar process with sentences and pictures * show early understanding that texts are written for a variety of purposes * read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them * recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud * use word lists and personal dictionaries to assist them to read new words.   At [**Level B1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts * retell simply, predict likely outcomes, sequence ideas, and complete basic comprehension activities. These texts may be print or digital, including visual, multimodal and interactive. * show understanding of the basic purposes of texts, and choose texts appropriately * read and gather basic information from simple, accessible texts, with support * combine their basic knowledge of English letter–sound relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of text organisation, and their emerging knowledge of English grammar as they read * use appropriate intonation and phrasing when reading aloud, showing an understanding of the text’s meaning and the function of basic punctuation * show a beginning understanding of the purposes of text organisational features such as headings, labels, diagrams and contents pages. | **Possible next steps for this student’s learning:**   * Identifying initial and final sounds through onset and rime to help decode new words [(VCEALL288)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL288) * Practising using visual clues to support reading unfamiliar content words [(VCEALL290)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL290) [(VCEALL287)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL287) |
| **Pathways and transitions considerations:**  A Year 6 student working within the range of Level B1 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 B of the EAL curriculum in all language modes. |