Department of Education

EAL/D PROGRESS MAP

A guide to teaching, learning, monitoring and assessment of English as an additional language/dialect students

**Early Childhood
Kindergarten to Year 2**

EAL/D Progress Map

Contents

The English as an Additional Language/Dialect (EAL/D) Progress Map is a Western Australian planning, monitoring and assessment tool for all students requiring support in developing Standard Australian English (SAE) who come from culturally and linguistically diverse backgrounds whether arriving from overseas or born in Australia, including Aboriginal and Torres Strait Islander students.
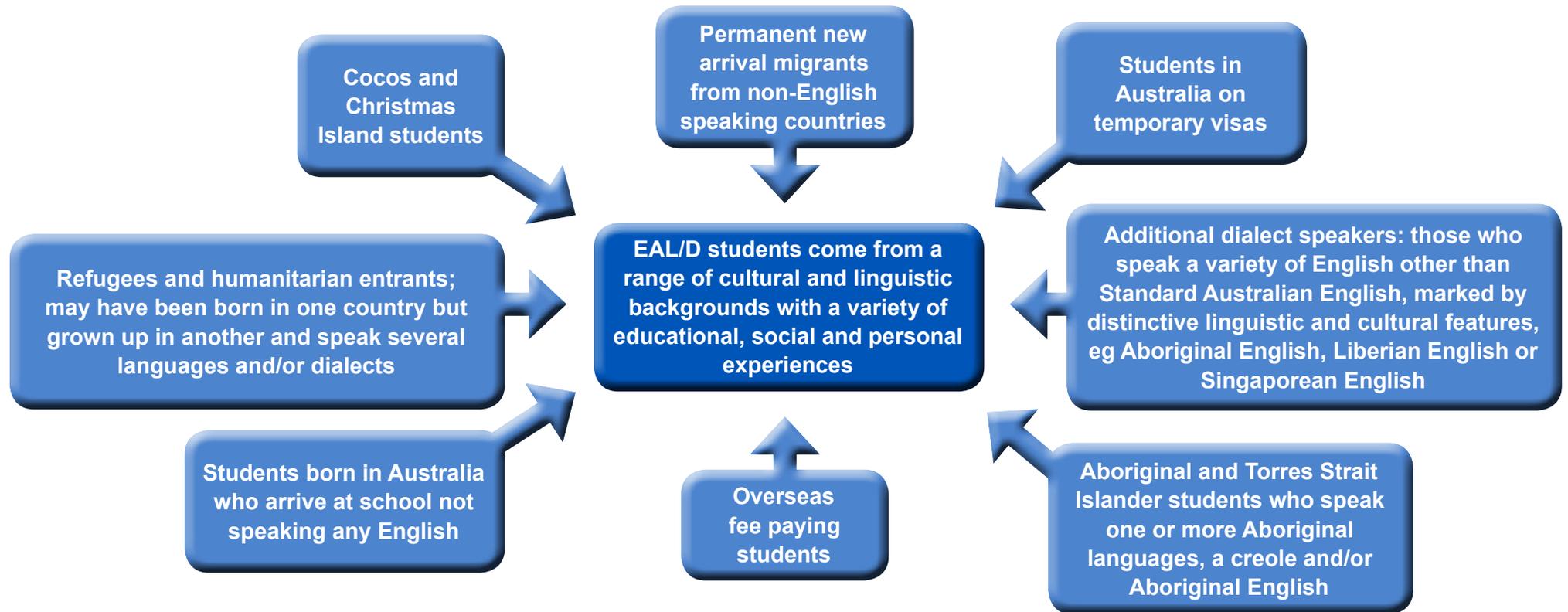
Based on current research into additional language/dialect acquisition, the EAL/D Progress Map acknowledges that EAL/D students develop SAE along different pathways and at varied rates. These rates of progression are organised through the phases in language learning development: beginning, emerging, developing and consolidating.

The EAL/D Progress Map is aligned to the Western Australian Curriculum and applies to all learning areas. It takes into account approaches to teaching, learning and assessment at a national level correlating to the Australian Curriculum, Assessment and Reporting Authority (ACARA) English as an Additional Language or Dialect Teacher Resource.

The purpose of the EAL/D Progress Map is to:

- respond to and represent all EAL/D students in Western Australia positively and equitably

- identify EAL/D students who require EAL/D language support from Kindergarten to Year 12

- describe student progress across listening, speaking, reading and viewing and writing modes in four phases of schooling – early childhood, middle childhood, early adolescence and late adolescence

- acknowledge the existing language skills and abilities of EAL/D students

- assist teachers to plan meaningful teaching and learning programs

- provide explicit information for teachers to make accurate judgements about EAL/D student progress and achievement in learning SAE

- provide an effective and valid means of reporting EAL/D student proficiency in SAE.

English as an additional language or dialect learners are those students who speak a language or dialect other than Standard Australian English (SAE) as their first language and therefore require targeted, structured and explicit language support to develop their SAE competency. This may be provided in metropolitan, rural and remote schools or in Intensive English Centres (IECs).

Cocos and Christmas Island students

Permanent new arrival migrants from non-English speaking countries

Students in Australia on temporary visas

Refugees and humanitarian entrants; may have been born in one country but grown up in another and speak several languages and/or dialects

EAL/D students come from a range of cultural and linguistic backgrounds with a variety of educational, social and personal experiences

Additional dialect speakers: those who speak a variety of English other than Standard Australian English, marked by distinctive linguistic and cultural features, eg Aboriginal English, Liberian English or Singaporean English

Students born in Australia who arrive at school not speaking any English

Overseas fee paying students

Aboriginal and Torres Strait Islander students who speak one or more Aboriginal languages, a creole and/or Aboriginal English

This list is not comprehensive and does not describe all the students who attend Western Australian schools as additional language/dialect learners, but it does demonstrate their diverse backgrounds.

These students:

- are learning English as a new language, about English and through English
- need to learn new cultural understandings, in both school and community contexts
- may begin school in Australia at any age or phase from Kindergarten to Year 12
- have varied levels of first language literacy proficiency.

EAL/D Progress Map

EAL/D students have to learn more than just a new language or dialect. They also have to learn the culture of the classroom, the school and the wider community. Teachers of EAL/D students should consider how some concepts related to learning an additional language or dialect and the associated cultural and social understandings will impact on their students' learning.

EAL/D students:

- will be challenged by the demands of a complex learning context
- need time, support and understanding to adapt to the many aspects and routines of school life
- require appropriate EAL/D support; modelling and scaffolding of language and concept learning across the curriculum
- may require provision of extra time to process new language and concepts
- need explicit teaching of vocabulary and language structures with awareness of task expectations and learning purpose
- may come from traumatic and disrupted backgrounds and/or may be managing complex issues, such as loss, separation or family upheaval.

Cultural conceptualisations and world view

- recognise that students bring their own cultural knowledge, attitudes and values to the classroom to make sense of their new environment
- consider that different cultural understandings may affect students' learning
- encourage students to maintain their identity and connections within their own communities
- teach students how to use SAE in social situations and adjust their register according to audience and purpose
- consider the appropriateness of resources, materials and activities at the linguistic, cultural and conceptual levels
- teach SAE listening conventions explicitly, as listening behaviours may vary across cultures.

Use of home language

- value and encourage maintenance of home language in the classroom and out in the community
- allow students to use their home language to make sense of the world around them and to learn new concepts
- use home language speakers if available
- allow students to speak, read and write in their home language
- recognise that literacy skills developed in the home language supports the learning of SAE
- use bilingualism/bidialectalism and teach understanding of code-switching to assist students in making meaning from SAE
- demonstrate correct usage of SAE in a supportive way through recasting, restating and recycling language.

Silent period

- students experience a silent period during which they will observe and acquire new SAE language understandings and behaviours
- receptive language skills develop before productive language skills
- encourage students to communicate without pressuring them
- older students may be concerned with shame
- a fear of embarrassment could be a concern for some students.

Social vs academic language

- students typically develop social proficiency in SAE within two to three years, confidently communicating, socialising and understanding most conversational language
- it takes between five and seven years to develop academic language and possibly longer for limited schooling students
- encourage students to take risks in their learning by providing a safe and supportive learning environment
- students will continue to require EAL/D support and scaffolding to access the growing academic demands of the curriculum.

Limited-schooling students are new to learning in and about English; they may have experienced interrupted periods of schooling and may have little or no literacy.

Beginning

The student

- is learning English for the first time, with little or no foundation in continuous, formal education
- can speak one or more languages or dialects other than English, but has no or little experience with print literacy in any language
- might have limited experience with using drawing and writing implements
- needs to develop understandings about Australian school culture and the language and behaviours needed for social and educational interaction in SAE
- could be overwhelmed, tune out and avoid tasks that require a response
- may become frustrated and angry and loses concentration, with information overload
- needs to develop trust, and a sense of belonging before becoming empowered to control own learning.

Emerging

The student

- may require targeted support to access language and content due to the increased academic demands of the curriculum
- may encounter difficulty attributing meaning to academic language with no prior experience in specific academic fields
- can become disengaged if the learning program loses relevance for them
- may become frustrated with the difficulty of putting a message into print if previously able to communicate through oral language effectively.

Developing

The student

- may become frustrated if not able to connect new language to prior knowledge or experiences
- might appear to plateau as the breadth and depth of language expands
- could need extra time to assimilate new understandings
- may experience strain and lack of concentration
- may have difficulty remembering newly-taught information that contains new language
- could experience a second silent period while acquiring new concepts and adjusting to a more formal register of language.

Consolidating

The student

- may have developed competency in SAE in a wide range of social and learning contexts
- continues to require EAL/D support to access the growing academic demands of the curriculum
- benefits from using home language to communicate and clarify increasingly dense abstract technical vocabulary and academic language.

Inclusion and acknowledgement of students' home language and cultural differences into the teaching and learning program will enhance their motivation to learn and develop bidialectal or bilingual competency. Aboriginal students who speak Aboriginal languages, Aboriginal English and/or a creole (Kriol or Torres Strait Creole) may experience challenges similar to other EAL/D students when learning SAE as an additional language/dialect.

Beginning

Student is new to learning SAE and becomes aware that Aboriginal English and creole are different from SAE.

- may speak one or more traditional languages as well as Aboriginal English
- may not learn and use SAE just by being exposed to it. Student needs to develop awareness of dialect similarities and differences to be able to code-switch effectively from one dialect to another
- may be learning vocabulary and sounds different from the home language vocabulary, sounds and concepts
- may have experienced difficulties with schooling in the past
- may find the demands of the classroom, school or teacher different from those of their family/cultural life
- may have had very limited exposure to literacy in the home/community
- competent communication skills in Aboriginal English may prevent students from recognising the need to learn the different conventions of SAE.

Emerging

Student recognises that Aboriginal English and creole are different varieties of language from SAE and is exploring the differences between them.

- benefits from hands-on, experiential learning to reinforce new technical vocabulary and SAE concepts
- becomes aware of different basic SAE registers, appropriate listening behaviours and expectations in SAE contexts, along with the use of code-switching
- requires support and time to develop academic language and use of formal registers
- will benefit from using the home language during learning tasks as part of an inclusive two-way learning program
- needs the home language to be acknowledged and respected to help develop code-switching, and bilingualism/bidialectism.

Developing

Student understands the differences between Aboriginal English, creole and SAE and can code-switch between them effectively in most social and learning contexts.

- continues to rely on a well-structured, supportive language-learning environment
- requires ongoing support to understand the differences at all levels of language in SAE and Aboriginal English
- has a well-developed understanding of colloquialisms and idioms
- is increasingly aware of differences in cultural expectations and behaviours
- continues to need support with the development of more specialised and formal academic language
- continues to rely on the language structures and cultural understandings of the home language to make meaning of SAE
- needs to maintain the home language to gain greater understanding and control over code-switching.

Consolidating

Student has bilingual/bidialectal competence and code-switches automatically between SAE and the home language in a wide range of social and learning contexts.

- has a well-developed understanding of colloquialisms and idioms in both SAE and home language but may still find academic language and concepts challenging
- benefits from explicit teaching of SAE structures and conventions
- understands the differences in cultural expectations and behaviours
- benefits from using the home language to ensure the continuing language/concept development and communication of personal experiences or ideas.

Essential elements for effective EAL/D teaching

Feedback
- part of effective teaching
- needs to be explicit, meaningful and focused on improving the student's language learning
- rubrics and criterion referenced assessments that highlight the specific language items being taught are most effective
- student is an integral part of feedback process.

Explicit teaching
- is target focused in all language modes and across all learning areas
- sets the purpose for learning
- explains what is required
- shows students how to do a skill
- presents an example or model
- demonstrates how to transfer the information to complete similar tasks independently
- uses a teaching, learning and assessment model to support learning.

Oral language
- emphasise speaking and listening activities that help students hear, reproduce and pronounce the sounds of SAE
- explicitly teach phonemic awareness and SAE sound/symbol relationships
- focus on sounds that could be confusing or absent from home language
- use moderate speech pace with some pauses to allow student time to process information
- have students interact with more competent speakers so as to hear good role models
- provide authentic purposes for talk
- teach both formal and informal SAE with its use of idioms and colloquialisms
- using pair and small group work is particularly effective as it gives students the opportunity to interact with their English-speaking peers in a supportive environment.

Scaffolding
- make clear to students what it is they are to learn and provide them with explicit steps to achieve success
- support language learning through explicit teaching of required vocabulary and text structures
- provide a variety of opportunities for students to practise language features and structures
- use action, visuals, diagnostic organisers and media technology to support understandings.

Grammar
- teach and use grammar metalanguage from the beginning so students can talk about parts of speech and identify what words are and what they do
- teach explicitly and combine both structural and functional approaches; Students should learn very early the phrase, 'Hello, how are you?' and its response, 'I'm fine, thank you.' which enables the student to communicate quickly and easily
- explicitly teach phoneme/grapheme principles with a well-researched program
- explicitly teach grammar markers such as regular and irregular verbs, past tense and possessives.

Register
- explicitly teach the differences between informal and formal language in both social and academic contexts
- teach situational language
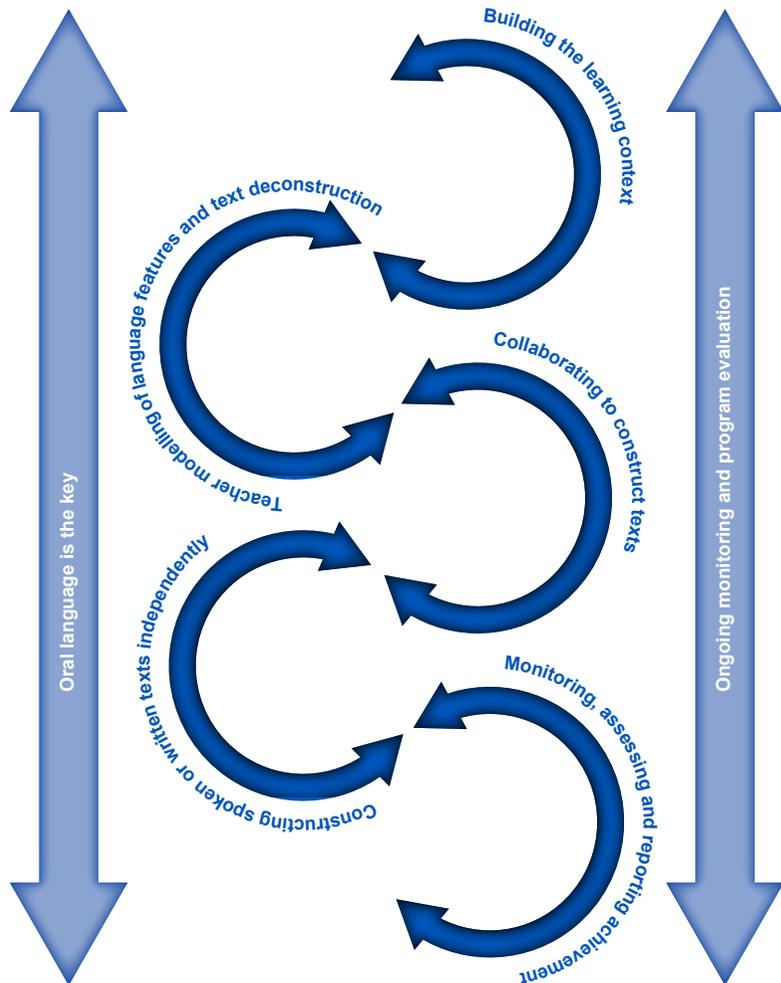- link text-type choice to situation, audience and purpose.

Visuals
- pictures and graphics reinforce what is being said and heard in the classroom
- enhance clarity and give meaning to the text or message
- help students to tap into their home language to assist with making meaning in the new language.

Building vocabulary
- intentional teaching of vocabulary across all the learning areas on a daily basis and specific time dedicated to vocabulary building
- note the vocabulary demands of the subject areas
- introduce new vocabulary and support students in building word level comprehension before exposing them to the unfamiliar texts, whenever possible
- include strategies that enable students to learn the subject-specific words
- teach words that change their meaning in different contexts, for example, 'state' as in the state of WA or 'state' as in states of matter
- introduce dictionaries early in students' learning, assist them to use them effectively
- beware of electronic dictionaries as they cannot be used in exams
- avoid online translating programs
- develop deeper conceptual knowledge around words
- develop word study skills including patterns, syllables, affixes.

The EAL/D teaching, learning and assessment model shows how the various building blocks interconnect to scaffold the language teaching process and to embed the students' language development in SAE. With repeated practice, new learning becomes integrated and language development continues to progress as it becomes more complex.

Building the learning context

Teacher modelling of language features and text deconstruction

Collaborating to construct texts

Constructing spoken or written texts independently

Monitoring, assessing and reporting achievement

Oral language is the key

Ongoing monitoring and program evaluation

Building the learning context

- establish the learning context and purpose for students – building the field/frontloading
- create a non-threatening language and learning environment to support and encourage risk taking
- provide students with opportunities to demonstrate existing knowledge and understandings
- develop both everyday and technical language related to the topic, subject or theme
- develop awareness of related cultural understandings and values
- provide authentic learning experiences to build topic knowledge and understandings.

Teacher modelling of language features and text deconstruction

- model reading and writing
- identify the required genre and register expected of the task
- teach and use the language to talk about language (metalanguage)
- model and explicitly teach target language, structures and features
- model different texts and particular genres
- discuss the cultural aspects, purpose and audience of a text
- discuss the relationship between the writer and the audience, including cultural protocols
- discuss the advantages and disadvantages of choosing written, spoken or multimodal texts.

Collaborating to construct texts

- share reading and writing
- scaffold students' development of understandings about the topic, text and cultural underpinnings through strategic questioning
- create new texts jointly as a scaffold to individual output
- provide opportunities for students to collaboratively produce texts
- provide explicit feedback about the students' language choices
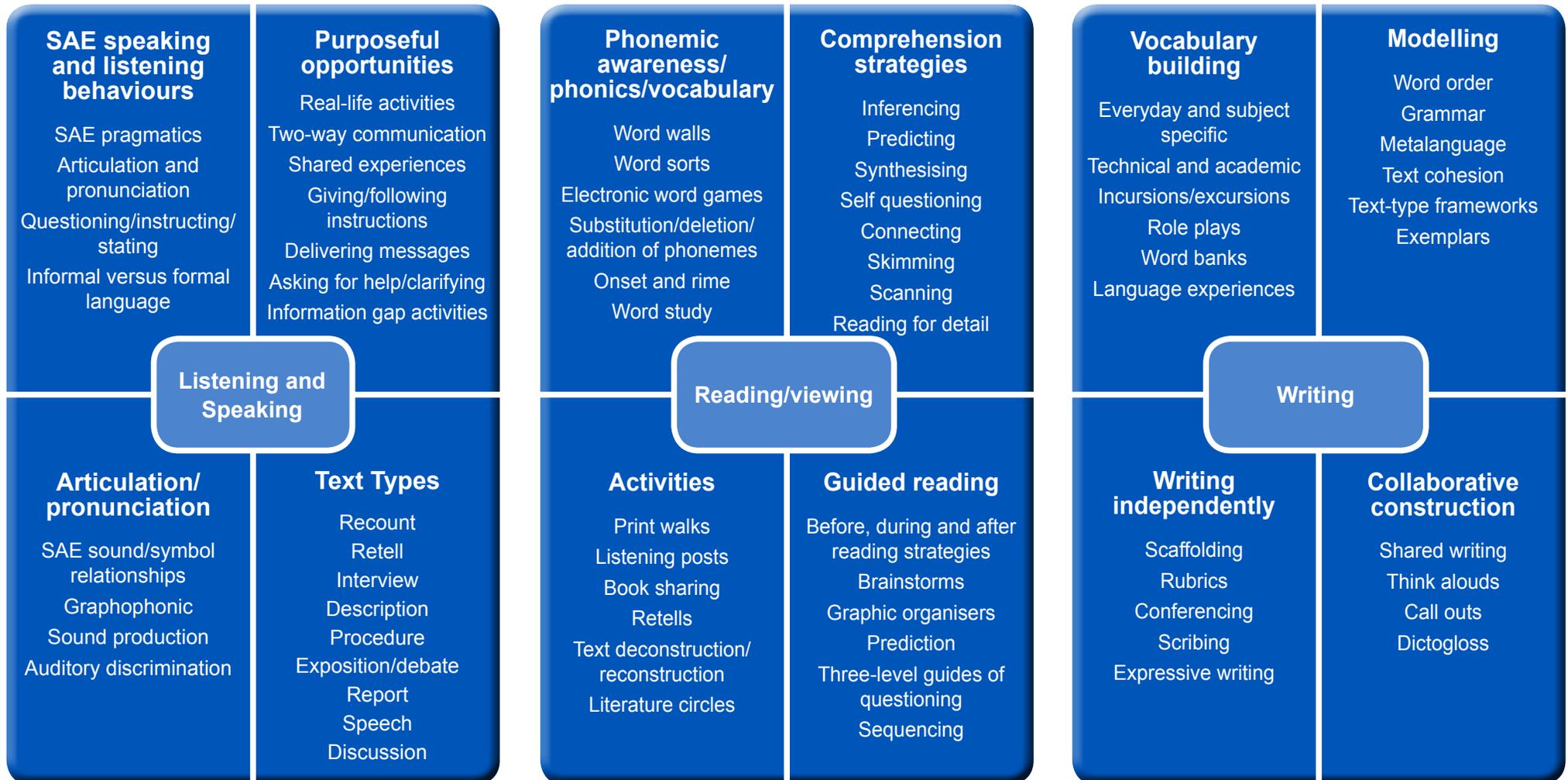- recast key SAE language structures, where appropriate.

Constructing spoken or written texts independently

- support students to produce their own SAE texts
- provide targeted feedback on how to improve texts based on shared understandings of SAE
- conduct teacher-student conferencing; facilitate peer conferencing
- introduce drafting, rehearsing, editing and publishing using SAE metalanguage.

Monitoring, assessing and reporting achievement

- use the EAL/D Progress Map to monitor and assess SAE learning progress
- monitor and evaluate performance on an ongoing basis
- scaffold students to engage in peer or self-assessment
- create assessment rubrics for the targeted learning context using SAE metalanguage
- use assessment tasks to provide feedback and to initiate new teaching and learning opportunities.

EAL/D and scaffolding language learning

New SAE language learning needs to be scaffolded continually as understanding and language development progresses and becomes more complex. Learning introduced at the beginning becomes embedded with repeated practice. It is important to move students from informal to formal language and from spoken to written texts. Oral language activities reinforce all reading and writing activities.

Listening and Speaking

SAE speaking and listening behaviours

SAE pragmatics
Articulation and pronunciation
Questioning/instructing/stating
Informal versus formal language

Purposeful opportunities

Real-life activities
Two-way communication
Shared experiences
Giving/following instructions
Delivering messages
Asking for help/clarifying
Information gap activities

Articulation/pronunciation

SAE sound/symbol relationships
Graphophonic
Sound production
Auditory discrimination

Text Types

Recount
Retell
Interview
Description
Procedure
Exposition/debate
Report
Speech
Discussion

Reading/viewing

Phonemic awareness/phonics/vocabulary

Word walls
Word sorts
Electronic word games
Substitution/deletion/addition of phonemes
Onset and rime
Word study

Comprehension strategies

Inferencing
Predicting
Synthesising
Self questioning
Connecting
Skimming
Scanning
Reading for detail

Activities

Print walks
Listening posts
Book sharing
Retells
Text deconstruction/reconstruction
Literature circles

Guided reading

Before, during and after reading strategies
Brainstorms
Graphic organisers
Prediction
Three-level guides of questioning
Sequencing

Writing

Vocabulary building

Everyday and subject specific
Technical and academic
Incursions/excursions
Role plays
Word banks
Language experiences

Modelling

Word order
Grammar
Metalanguage
Text cohesion
Text-type frameworks
Exemplars

Writing independently

Scaffolding
Rubrics
Conferencing
Scribing
Expressive writing

Collaborative construction

Shared writing
Think alouds
Call outs
Dictogloss

Beginning

Student is new to learning SAE, observes and becomes familiar with SAE and the Australian schooling context.

At this level teachers should

- limit teacher talk time and speak clearly, at a moderate pace and in short, concise sentences
- use real-life activities, shared experiences and concrete materials to provide contexts for learning
- provide student with visual and non-verbal cues and repetitive models of language to comprehend simple classroom instructions, directions and routine exchanges
- teach the SAE sound system, modelling explicitly the formation of sounds
- develop a bank of everyday SAE vocabulary and some simple formulaic phrases which can be used in routine exchanges
- explicitly teach and model SAE word order and sentence structure in context, with visual support
- model and practise SAE direct questioning structures and appropriate responses
- provide varied opportunities for talk in the home language and in SAE
- model SAE cultural listening and speaking behaviours daily
- model and practise SAE classroom routines, greetings and simple activities
- provide opportunities for students to observe and join in activities without having to respond individually
- maximise small group interactions and co-operative learning activities
- expose student to SAE text types and structures, such as news telling or describing
- choose simple, age-appropriate and highly visual texts
- model and teach shared reading activities
- support student to interpret pictures and stories in the home language, making connections with SAE
- provide a purposeful, print and picture rich environment and allow time for students to explore this new environment
- explicitly teach the concepts of print, model writing formation, the purpose of upper and lower case letters and punctuation in context
- provide short, explicitly taught formulaic writing models with contextual and visual support, scaffolding and frameworks
- use a variety of hands-on activities which are age-appropriate, high-interest and limited in length to build concentration and motivation
- provide opportunities for students to use a variety of writing implements
- create a comfortable, non-threatening environment where risk taking is encouraged
- encourage ongoing maintenance and development of home language to support cognitive and linguistic skills.

Emerging

Student begins to develop understandings of SAE with some application to learning contexts.

At this level teachers should

- acknowledge and where possible use student's previous experiences and background knowledge in teaching and learning programs
- limit teacher talk time and speak clearly in short, concise sentences; simplify, repeat or rephrase instructions and information
- provide face-to-face contexts, visual and contextual support, hands-on experiences and home language to gain meaning from academic language
- explicitly teach appropriate SAE listening and speaking conventions (eg turn taking, eye contact)
- continue to model and practise SAE language structures for routine social exchanges
- continue to provide opportunities for students to listen to clear models of SAE in familiar settings
- provide opportunities for students to practise and use SAE, using pair and group work
- choose age-appropriate, high-interest texts and activities
- limit length of activities; allow time for student to process information before expecting a response
- use visual cues and the home language to assist vocabulary development
- create simple bilingual charts for concepts, words and expressions
- allow student to use home language to clarify meaning and discuss ideas
- continue to teach the SAE sound system, phonemes, blends, digraphs
- explicitly teach grammar and sentence structure in context
- teach concepts of print and continue to model writing formation (eg writing on the line, letter size, spacing, starting points)
- explicitly teach the structure and purpose of oral and written text types for different audiences, using real-life contexts
- provide before, during and after reading and writing activities to support the comprehension of complex texts
- encourage reading and writing in the home language to support development of SAE literacy
- check for comprehension – don't assume student has understood
- offer positive, constructive feedback
- check for understanding using clarifying questions.

Developing

Student demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts.

At this level teachers should

- support student by linking learning to real life situations, and extend into more academic contexts
- allow additional time to finish set tasks
- encourage further development of home language to support increasing experimentation in SAE
- allow group discussions to explore concepts, clarify and confirm ideas, and develop a deeper understanding of cultural attitudes and perspectives
- explicitly teach and provide opportunities for student to develop a more formal register in written texts
- explicitly teach metaphorical language, colloquial language, humour and idiomatic expressions
- continue to develop proficiency in vocabulary, grammar and sentence structure
- practise three-level questioning – literal, inferential and evaluative
- discuss cultural references in texts that may present difficulties with comprehension
- introduce skills and strategies to develop independent problem solving, such as self-questioning, re-reading, reading for main idea, skimming, scanning and reading in detail
- encourage student to restate or summarise what they have heard or read, using notes or frameworks
- explicitly teach and model text types and structure for different purposes and audiences
- plan for oral language activities as an integral part of the before, during and after reading and writing processes
- teach self-editing and peer conferencing skills
- provide editing checklists, rubrics or frameworks
- provide constructive targeted feedback and positive teacher conferencing.

Consolidating

Student is a competent SAE user in a wide range of social and learning contexts.

At this level teachers should

- continue to model and provide frameworks for different text types; discuss format, audience and purpose
- explicitly teach grammatical structures
- continue practising three levels of questioning – literal, inferential and evaluative
- engage students in analysis and critical thinking activities
- continue to discuss and explain literary devices such as metaphors, idioms, humour, colloquial language
- allow students to use the home language to discuss and clarify issues or concepts
- continue exploring summarising and note taking
- continue to model purposeful strategies for finding information while listening or reading
- encourage the use of dictionaries and thesauri to increase vocabulary building and support appropriate word selection
- engage student in language games, concept maps, information gap activities, cloze activities, dictogloss, graphic outlines, information retrieval charts and structured overviews
- provide editing checklists, rubrics or frameworks for students to use independently
- continue to provide positive teacher conferencing and constructive feedback.

The EAL/D Progress Map is the most appropriate assessment tool for EAL/D students and is underpinned by additional language learning principles. For EAL/D students to achieve success in learning SAE across the curriculum, they need ongoing explicit language support over time, in different contexts. Teacher judgements should be made across a range of contexts to monitor student progress.

It is important that schools have discussions with parents about the use of the EAL/D Progress Map for assessment and reporting purposes. Variations to the standard reporting template should be documented if parents agree to reporting using the EAL/D Progress Map for English.

Phase of schooling
- Early Childhood Kindergarten to Year 2

SAE language acquisition
- Beginning – new to learning SAE, observes and becomes familiar with SAE and the Australian schooling context.
- Emerging – begins to develop understandings of SAE with some application to learning contexts.
- Developing – demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts.
- Consolidating – competent SAE user in a wide range of social and learning contexts.

Mode overview
- Determine student's initial level of SAE language acquisition.
- The mode overview is a synopsis of the broad scope of the language modes of speaking, listening, reading/viewing and writing, ranging across the beginning to consolidating phases of language learning development.
- This is a good starting point for planning an appropriate EAL/D teaching/learning/assessment program.

Assessment pointers
- Refer to the assessment pointers for fine-grained descriptions of observable student learning behaviours in each language mode which informs teacher judgements.
- Students may demonstrate different levels of achievement in each mode (eg level 2 for writing and level 3 for speaking).

Implement program
- Implement appropriate EAL/D teaching/learning strategies across the curriculum.
- The EAL/D teaching, learning and assessment model provides the ideal structure to show how modelling, scaffolding and supporting enhance independent language learning.
- Refer to early childhood approaches to teaching and learning for suggestions.

Assessment
- Refer to the observation guides and the assessment pointers for determining student placement.
- Use samples of student work in all modes to assess performance in SAE.
- Assessment types may include but are not limited to written/recorded/drawn samples, computer-generated texts, group work and performance observation.

Student achievement
- In order to achieve a level in a mode students should demonstrate achievement across a range of tasks and contexts in that mode.
- Determine an EAL/D level for each of the four modes.

Reporting to parents
- The EAL/D Progress Map report template is available on the Reporting to Parents portlet on the Department of Education website. This provides an alternative to the mainstream English report.
- There are short level descriptions which can be included on the final report.
- Translated letters for parents explaining the EAL/D Progress Map report are available on the EAL/D website.

Mainstream assessment
- EAL/D students will continue to require ongoing monitoring of SAE acquisition using the EAL/D Progress Map.
- The consolidating levels complement mainstream teaching, learning and assessment as SAE acquisition is still continuing.

Listening

		Beginning levels		Emerging levels		Developing levels		Consolidating levels	
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
		Level description	Level description	Level description	Level description	Level description	Level description	Level description	Level description
Mode statement	The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when listening with purpose in a wide range of situations.	**The student** is new to listening in SAE and begins to comprehend a small selection of familiar SAE words and common formulaic expressions in context with extensive support.	**The student** begins to comprehend familiar, formulaic SAE talk in play and highly-repetitive classroom contexts with modelling and targeted support.	**The student** begins to comprehend less formulaic SAE in social interactions and learning activities in controlled contexts with ongoing support.	**The student** comprehends longer, simple SAE oral texts at a literal level on familiar topics with ongoing support.	**The student** comprehends a narrow range of longer, more detailed, clearly articulated, SAE oral texts on unfamiliar topics with minimal support.	**The student** comprehends a broader range of longer, less literal and more detailed SAE oral texts in various contexts on unfamiliar topics with minimal support.	**The student** consolidates understanding of an expanding range of subject-specific vocabulary, some complex language structures and longer, more detailed SAE oral texts with more confidence.	**The student** competently comprehends and critically evaluates more complex SAE oral texts with greater control and independence.
Intercultural understandings	The student applies intercultural understandings of increasing complexity to make meaning from SAE interactions and oral texts.	begins to listen for school purposes and recognises some familiar expressions and non-verbal cues that match the home language and culture.	makes simple interpretations based on home language/cultural understandings and beginning SAE language and cultural knowledge.	begins to compare home language and culture with SAE language and culture and recognises some differences.	understands some differences between the home language and SAE language and culture and how this affects interactions.	is more aware of some unfamiliar cultural perspectives and how culture influences language meanings.	compares and discusses unfamiliar cultural content and changes in speech according to the context and demands of the situation.	compares and contrasts different cultural perspectives related to context and language, with teacher support.	has more understanding about how cultural attitudes and beliefs influence language use and begins to make some evaluative comments.
Comprehension	The student comprehends and responds to a range of SAE oral texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops.	begins to comprehend some common classroom routines, a small selection of familiar SAE words and common formulaic expressions used in context and with support.	comprehends simple classroom activities, a beginning bank of SAE words, familiar formulaic phrases and repetitive structures used in context and with visual support.	understands listening has a purpose, participates in structured classroom activities and comprehends short, simple SAE oral texts in controlled contexts with support.	understands the importance of listening, actively, participates in less structured classroom activities and comprehends longer, simple SAE oral texts at a literal level with some support.	understands more about purpose and audience, actively participates in a narrow range of cross-curricular learning experiences and comprehends longer SAE oral texts at a more detailed literal level with minimal support.	understands more about linking words, stress and intonation, sustains participation in a broader range of cross-curricular learning experiences and comprehends less literal, longer, more detailed SAE oral texts with minimal support.	understands an expanding range of spoken texts and their purposes easily, follows and actively participates in cross-curricular learning experiences and begins to comprehend some inferred meanings in longer, more detailed SAE oral texts with more confidence.	recognises most relevant oral text types and their purposes, confidently follows and participates in most cross-curricular learning experiences and competently comprehends and critically evaluates SAE oral texts with greater control and independence.
Additional language acquisition skills	The student reflects on the way SAE works, selecting from a growing repertoire of processes and strategies to support listening and comprehension in SAE.	observes others closely and relies heavily on translation, visual and contextual support to help make meaning.	relies on face-to-face contexts, voice expression, memory and repetition to help make meaning at a literal level.	relies on contextual and visual support, topic knowledge and simplification to help make meaning.	uses rephrasing, paraphrasing and repetition to help make meaning.	uses developing morphological skills and discourse markers to help make meaning and asks for clarification when necessary.	begins to reflect on and assess the content of oral texts for relevance and accuracy and consults references when necessary.	reflects on and assesses the content of oral texts at a simple evaluative level with more confidence and uses scaffolded templates to take notes while listening.	competently uses a developing range of listening techniques to critically reflect on and assess the content and delivery of oral texts.

Level 1

The student is new to listening in SAE and begins to comprehend a small selection of familiar SAE words and common formulaic expressions in context with extensive support.

Intercultural understandings

- connects with own world view, cultural and prior experiences to help make meaning from SAE oral texts
- understands common SAE gestures and social expressions (eg greetings, nods, smiles) used in the classroom and school context
- relies heavily on contextual, visual cues and home language to clarify and make meaning
- requires time and support to process listening tasks and respond
- demonstrates conventions of listening familiar to own cultural background (eg tuning in and out of conversations, use of silences or avoiding looking at the speaker)
- becomes aware that others may speak a different language or dialect
- begins to cue in to familiar sounds and words (eg their name, words that are similar in home language)
- requires explanation for listening behaviours that differ from those appropriate in home language.

Linguistic features and structures

- relies on strong contextual cues and home language and culture to understand the purpose of listening and to make meaning
- understands simple SAE commands and phrases (eg 'Sit down')
- understands a few SAE words in related sentences
- displays some SAE classroom listening behaviours (eg shows interest in the speaker, responds to others through gestures and nodding)
- responds to basic SAE greetings and routine exchanges (eg 'Good morning.' How are you today?')
- participates in and responds to class activities using SAE appropriate gestures, body movements and key words, (eg rhymes and interactive white board activities, moves in time to songs, chants)

- listens to simple repetitive SAE texts and responds using SAE appropriate gestures, nodding and single word answers
- identifies single items of information from pictures and short spoken SAE texts in familiar contexts (eg number, colour, name, 'Point to the three little pigs').

Vocabulary

- recognises a limited range of basic SAE nouns, verbs and adjectives used in context and with visual support, including:
    - personal information – name, age, language background, family
    - classroom objects – desk, chair, book, pencil
    - classroom topics – number, colour, weather
    - general place and time – morning, home.

Clarification

- uses SAE appropriate gestures (eg nodding), copying and single words to confirm understanding.

Questioning

- responds to:
    - short, simple SAE instructions (eg 'Pick up the red pencil')
    - yes/no questions (eg 'Is this a chair?') with visual support
    - exchanges information using SAE formulaic phrases (eg 'What colour pencil is this?' 'It is a red pencil').

Sound knowledge

- recognises some individual sounds in SAE words (eg /b/ for ball)
- begins to segment words in a sentence.

Level 2

The student begins to comprehend familiar, formulaic SAE talk in play and highly-repetitive classroom contexts with modelling and targeted support.

Intercultural understandings

- is becoming aware of SAE listening behaviours and conventions
- understands familiar SAE language and expressions used in classroom and school contexts (eg 'Line up')
- relies heavily on face-to-face contexts, contextual and visual support and home language to clarify and gain meaning
- continues to require time and explanation to process information and respond
- continues to demonstrate conventions of listening familiar to home language and culture
- may continue to misinterpret facial and voice expressions, body language and gestures due to a mismatch between SAE cultural norms, beliefs and expectations and the home culture
- is aware that others may speak a different language or dialect.

Linguistic features and structures

- listens to short, familiar and repetitive SAE texts and responds with short phrases when contextual and visual support is provided
- follows and responds appropriately to simple SAE classroom instructions and routines (eg 'Pack up')
- acknowledges and pays attention using appropriate SAE conventions when spoken to
- accurately interprets and actively responds to common classroom routines (eg weather charts, morning news)
- responds spontaneously using SAE conventions to basic greetings and routine exchanges
- provides responses to short, social exchanges and questions on a familiar topic (eg 'I like/I don't like')
- participates in classroom listening and responds to action songs, games, movement, mimes, simple rhymes and chants
- follows classroom listening behaviours (eg listens attentively to speaker, maintains visual contact with speaker, not interrupting)

- responds to questions related to personal needs or wants which are supported by visuals, voice intonation and known SAE key words
- understands familiar repetitive SAE phrases and formulaic sentences, listening for key words
- follows mostly the present tense and first person
- understands simple sentences connected with 'and' and 'then' with visual support
- begins to understand a small range of SAE articles, personal pronouns, possessives and subject reference items
- begins to understand SAE plural forms of common nouns
- begins to understand some relevant time reference markers.

Vocabulary

- understands simple SAE vocabulary related to self, family and school which are supported by visuals, including:
  - self – family, body parts, clothes
  - community – objects, people and places
  - general – food, weather, animals, colours, time
  - maths – number, shapes and size.

Clarification

- seeks clarification using simple familiar SAE phrases (eg 'I don't understand'), gestures and facial expressions.

Questioning

- understands literal SAE questions, responding with one or two word answers.

Sound knowledge

- recognises most consonant phonemes
- begins to recognise patterns in words: rhymes; onset and rime; syllables in common two-syllable words and plurals
- begins to recognise emphasis, intonation and pitch as meaningful.

Level 3

The student begins to comprehend less formulaic SAE in social interactions and learning activities in controlled contexts with ongoing support.

Intercultural understandings

- makes more sense of classroom instructions, directions and routine exchanges
- continues to rely on face-to-face context and facial expressions for making meaning
- continues to require time and explanation to process information
- begins to recognise differences in formal and informal classroom speech in familiar contexts
- interprets and responds to classroom activities in home language and in SAE
- may interpret what is said based on home language and cultural conceptualisation – different from that expected in SAE
- may continue to misinterpret facial and voice expressions, body language and gestures due to a mismatch between SAE cultural norms, beliefs and expectations and the home culture
- begins to distinguish between spoken SAE and other languages and/or dialects of English.

Linguistic features and structures

- understands that SAE listening behaviours are important for social, class and school purposes
- recognises the beginning and end of SAE spoken texts most of the time
- when focused, understands some school announcements over the public address system
- recognises the difference between statements, questions, offers and commands when given in context
- identifies some simple structural features of SAE oral procedures (eg the order of events), oral recounts and stories (eg the beginning, end and main events and characters)
- identifies some SAE speech patterns, intonation, stress and emphasis
- participates in and responds to classroom routines
- follows several simple SAE instructions or directions
- follows simple ideas in SAE conversations

- is able to take a short SAE message to another class
- responds to simple enquiries about school issues (eg playground issues, changing a library book or ordering at the canteen)
- uses SAE listening conventions when listening to others and follows directions (eg barrier games, 'Linda, move over here!')
- has emerging understanding of SAE word order in simple phrases and sentences
- has emerging understanding of SAE tense, but may confuse past, present and future
- develops understanding of common conjunctions, time markers or sequence markers in SAE
- follows first, second and third person, but may confuse the subject.

Vocabulary

- recognises an emerging bank of general vocabulary for everyday use and learning context:
  - community – objects, people and places
  - general – food, weather, animals, time
  - maths – building on number, shapes and size.

Clarification

- asks short, simple questions about topic at hand (eg 'What is an egg timer again?').

Questioning

- understands and responds to simple and literal questions (eg 'Where did Mari go?', 'Who is this?').

Sound knowledge

- recognises common consonant blends with varying accuracy
- recognises some patterns in words with varying accuracy: rhymes, onset and rime, two syllable words.

Level 4

The student comprehends longer, simple SAE oral texts at a literal level on familiar topics with ongoing support.

Intercultural understandings
- is aware of differences between home language and SAE
- predicts meaning of some unfamiliar spoken texts by using home language, and culture as well as personal experiences and emerging understanding of SAE culture
- is more aware of formal and informal speech in SAE
- understands some SAE humour from a literal perspective
- becomes more aware of terms used to describe specific languages or dialects
- understands deliberate code-switching as a legitimate way to vary communication according to situation
- relies less on face-to-face contact in social interactions
- continues to require time and explanations to process spoken texts
- continues to use the home language and cultural conceptualisations to gain understanding and clarify meaning.

Linguistic features and structures
- understands the importance of listening for different purposes, such as following instructions or listening for specific information
- identifies simple structural features of SAE oral surveys, such as asking short yes/no questions, multi-choice questions or short answer questions
- identifies simple structural features of SAE oral persuasive texts, such as stating an opinion and listing a few reasons
- identifies SAE structural features of procedures, oral recounts and stories
- demonstrates SAE listening behaviours in familiar contexts
- actively listens to and participates in teacher-directed language experiences and small group activities in a familiar context with clear speech
- responds to short, simple surveys with parents, peers or teachers on classroom topics

- follows the simple and continuous tenses with some support
- understands articles, personal pronouns, possessives and time reference items with some consistency
- follows simple contractions, plural forms and prepositions
- identifies, with some accuracy, the use of intonation and stress in questions, statements and common words.

Vocabulary
- continues to build on a range of every day and subject-specific words.

Clarification
- responds to specific questions
- relies on repetition or rephrasing to clarify
- uses home language with some language speaking peers to clarify more complex instructions.

Questioning
- understands and responds to:
  - literal and simple inferential questions related to a range of familiar contexts (eg news telling)
  - some open-ended SAE questions.

Sound knowledge
- recognises:
  - the 24 consonant phonemes
  - more long vowel phonemes and diphthongs
  - reduced speech (eg 'gonna', 'hafta', 'howsat')
  - the sounds of similar sounding words (*forty/fourteen*, *pin/bin*).

Level 5

The student comprehends a narrow range of longer, more detailed, clearly articulated, SAE oral texts topics on unfamiliar topics with minimal support.

Intercultural understandings

- demonstrates appropriate SAE listening behaviours across a range of registers
- listens for and observes differences between the home language and SAE in terms of customs, attitudes, values and beliefs
- identifies some unfamiliar cultural content and asks for clarification
- identifies with some accuracy how SAE intonation, rhythm, stress, use of irony, humour, sarcasm is used to convey meaning
- responds to SAE cultural attitudes and practices encountered in spoken texts
- recognises:
  - common idioms (eg 'That was a piece of cake', meaning 'The task was easy')
  - common cultural references (eg 'Nathalie was tired so she just ordered a pizza for tea.')
- understands terms used to describe specific languages or dialects
- identifies when speakers are code-switching between home language and SAE.

Linguistic features and structures

- understands, with greater facility, a range of oral text forms and their purposes in both informal and formal registers (eg instructions, announcements, poems, persuasive texts, advertisements)
- further identifies structural features of SAE persuasive texts, such as extending arguments with relevant examples
- demonstrates greater awareness of features of SAE oral recounts and narratives, such as beginning, middle and end events in sequence and time markers, setting, characters and main events
- participates with some confidence in longer SAE spoken exchanges between two or more people on less familiar social or classroom topics when speech is clear and regularly paced
- increasingly expands understanding of lengthy SAE directions and instructions and complex and compound SAE sentences, on unfamiliar topics with minimal support

- takes notes in SAE while listening to a speaker, film, using frameworks provided by the teacher and when the spoken text is supported by visuals and pauses
- demonstrates literal and inferential comprehension of main ideas in SAE spoken or written texts
- locates simple distinct and concrete information from spoken texts
- forms an opinion about a statement and supports this with simple examples or responses
- understands sentences in which two ideas are linked together in the same sentence
- follows the meaning of sentences with simple and continuous SAE tenses with minimal support.

Vocabulary

- understands a broad range of vocabulary expanding into subject-specific and academic words (eg maths language)
- builds on SAE compound words, adjectives, adverbs, synonyms, antonyms and verb groups.

Clarification

- uses developing word knowledge and discourse markers to help make meaning
- asks for clarification when necessary.

Questioning

- answers literal and some inferential questions related to a narrow range of SAE text forms with minimal teacher support
- understands and responds to simple SAE tag questions.

Sound knowledge

- recognises most of the 44 SAE phonemes, including those sounds less common in home language
- develops more challenging SAE word patterns such as prefixes and suffixes.

Level 6

The student comprehends a broader range of longer, less literal and more detailed SAE oral texts in various contexts on unfamiliar topics with minimal support.

Intercultural understandings

- compares and discusses unfamiliar cultural content in oral texts with the support of the teacher or same cultural background peers
- continues to predict SAE meanings by using a developing awareness of different cultural perspectives
- identifies, with more accuracy, how prosodic features (rhythm, stress, intonation) are used to convey meaning
- comprehends a small range of everyday colloquialisms and idioms
- grasps SAE humour more readily
- understands a range of terms used to describe specific languages or dialects and why they are differentiated
- may elect to code-switch with same dialect speaking peers or adults at appropriate times to discuss meanings or cultural references embedded in spoken texts.

Linguistic features and structures

- listens for different purposes, following discourse markers and prosodic features, and shows appropriate understanding
- understands a broader range of more detailed SAE oral text types and their purposes, including recounts, narratives, surveys, persuasive texts, advertisements, reports and interviews
- identifies the structural features in a range of SAE text types
- uses SAE listening protocols
- sustains participation in longer, SAE spoken exchanges on various topics with minimal prompting
- follows extended teacher talk, with modelling and scaffolding, at normal pace including some complex language structures on unfamiliar topics
- follows more detailed oral reports accompanied by supporting visuals or sounds, such as film or sound documentaries
- takes notes while listening to a speaker or film, using frameworks and visual prompts

- takes part in answering and conducting interviews in SAE on familiar topics
- takes part in debates in SAE on familiar topics
- connects main ideas with other details and begins to make comparisons across SAE texts
- understands relationships between some complex combinations of clauses spoken in familiar SAE contexts
- follows SAE conditionals in context
- understands SAE adverbial and adjectival clauses.

Vocabulary

- continues to build on a developing bank of subject-specific language, topic word groups and classifications, compound words, adjectives, comparatives, superlatives, synonyms, antonyms, affixes, homophones, verbs and adverbs
- recognises a broader range of technical words used in SAE
- recognises simple figurative SAE language in context (eg similes, alliteration).

Clarification

- asks for repetition, explanation or rephrasing to understand unfamiliar SAE spoken texts.

Questioning

- understands a range of tag questions and gives an appropriate response
- understands and answers literal questions relating to a broader range of SAE text types with less support
- answers simple inferential questions in SAE.

Sound knowledge

- listens for patterns in words
- differentiates between similar-sounding words
- uses final consonant clusters to identify plural or tense forms.

Level 7

The student consolidates understanding of an expanding range of subject-specific vocabulary, some complex language structures and longer, more detailed SAE oral texts with more confidence.

Intercultural understandings

- predicts, infers, compares and contrasts meanings in spoken SAE texts by drawing on different cultural perspectives, with some support
- identifies more easily when SAE prosodic features are used to emphasise opinion or emotion
- comprehends a greater number of everyday SAE colloquialisms, idioms and humour
- infers intentions from SAE spoken texts, identifying that some interpretations may be different from home language or culture
- may choose to code-switch with same dialect speaking peers or adults at appropriate times to discuss meanings or cultural references embedded in spoken texts.

Linguistic features and structures

- consolidates understanding of an expanding range of SAE text types and their structural features
- locates key information more effectively from most SAE oral presentations in social and school contexts
- makes more formal reflections on spoken texts and links ideas across different spoken texts with greater facility
- understands how to transfer information from spoken texts to graphic organisers, diagrams, charts or tables
- requests repetition or paraphrasing if the speech is too rapid or explanations if culturally unfamiliar
- maintains concentration during extended teacher talk at normal speed on familiar and some unfamiliar topics
- uses English and/or bilingual dictionaries and consults other references to check meaning
- connects ideas and makes comparisons more effectively across spoken SAE texts
- follows ideas in learning activities that are expressed through some complex SAE language

- follows the perfect tenses with ease in oral SAE texts
- understands the SAE passive voice with greater facility
- discriminates between SAE direct and reported speech in oral texts
- follows SAE reference items, contractions and prepositions and understands modals more effectively
- understands SAE cohesive devices and conjunctions indicating time, additions and consequence more effectively.

Vocabulary

- has an expanding bank of specialised or technical SAE vocabulary, including descriptive and figurative language for use across the learning areas.

Clarification

- asks for clarification with increased confidence when unfamiliar vocabulary or expressions are heard
- uses dictionaries and other references.

Questioning

- answers literal and inferential questions based on a range of SAE oral text types with more confidence
- answers evaluative questions, providing an opinion and point of view on topics of interest
- understands gender and number agreement in tag questions (eg 'Karren likes flowers, doesn't she?').

Sound knowledge

- discriminates between SAE sounds with greater facility
- identifies different pronunciations of the same word
- listens for final consonant clusters indicating plurals or tense forms, with greater facility.

Level 8

The student competently comprehends and critically evaluates more complex SAE oral texts with greater control and independence.

Intercultural understandings

- has a more finely tuned ability to gain meaning and feeling from SAE prosodic features, such as stress, intonation, volume, pitch, pacing, rhythm and pauses
- may be unsure of cultural nuances, slang and verbal subtleties in SAE context
- code-switches at appropriate times to discuss meanings or cultural references embedded in spoken texts
- continues to predict, infer, compare and contrast meanings taken from SAE spoken texts
- explores more complex ideas by using own cultural perspectives.

Linguistic features and structures

- recognises most relevant SAE text types, their purposes and audiences
- uses structural features of a range of relevant SAE oral texts
- observes SAE listening behaviours with familiarity and confidence in most situations
- easily follows and participates in most social and learning contexts in the school environment
- understands quite dense SAE oral texts including some complex language structures presented by an unfamiliar speaker
- compares and contrasts ideas across different spoken texts with support
- writes simple summaries of spoken SAE texts from notes
- understands a greater range of complex grammatical SAE structures, including direct and reported speech, conditionals, the passive voice and relative clauses
- follows SAE oral texts in the simple, progressive and perfect tenses

- builds on existing reflective strategies, such as self-questioning, predicting responses, asking for clarification, judging facial expressions and gestures and using context for interpretation
- makes inferences and evaluations when comparing and contrasting ideas across spoken SAE texts with increasing independence.

Vocabulary

- consolidates knowledge of SAE vocabulary by exploring specialised vocabulary, word groups, nominalisation, affixes, phrasal verbs and figurative language.

Clarification

- asks subject-specific questions for clarification of complex SAE topics.

Questioning

- shows understanding of SAE evaluative questions by providing opinions on topics of interest with control and independence.

Sound knowledge

- determines unknown words through knowledge of SAE phonemes.

		Beginning levels		**Emerging levels**		**Developing levels**		**Consolidating levels**	
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Level description		**The student** is new to listening in SAE and begins to comprehend a small selection of familiar SAE words and common formulaic expressions in context with extensive support.	**The student** begins to comprehend familiar, formulaic SAE talk in play and highly-repetitive classroom contexts with modelling and targeted support.	**The student** begins to comprehend less formulaic SAE in social interactions and learning activities in controlled contexts with ongoing support.	**The student** comprehends longer, simple SAE oral texts at a literal level on familiar topics with ongoing support.	**The student** comprehends a narrow range of longer, more detailed, clearly articulated, SAE oral texts on unfamiliar topics with minimal support.	**The student** comprehends a broader range of longer, less literal and more detailed SAE oral texts in various contexts on unfamiliar topics with minimal support.	**The student** consolidates understanding of an expanding range of subject-specific vocabulary, some complex language structures and longer, more detailed SAE oral texts with more confidence.	**The student** competently comprehends and critically evaluates more complex SAE oral texts with greater control and independence.
Intercultural understandings		connects with own world view, cultural and prior experiences to understand SAE school culture and context, relies heavily on contextual, visual cues and home language, requires time and support to process information and respond.	becomes aware of some common SAE listening practices, relies heavily on face-to-face contexts, contextual and visual support, continues to require time and support to participate in listening tasks.	develops greater understanding of SAE listening practices and conventions in familiar contexts, continues to rely on face-to-face contexts and facial expressions to make meaning, still requires time and support to process information and respond.	develops awareness of differences between SAE and home language, begins to code-switch to suit the context, understands some SAE humour literally, relies less on face-to-face contact in social interactions.	understands differences in cultural values and beliefs between SAE and home language, recognises common idioms and cultural references, identifies how SAE prosodic features affect meaning.	compares and discusses unfamiliar cultural content in oral texts with some support, continues to develop understanding of everyday colloquialisms, idioms and humour.	identifies some inferential language in SAE spoken texts, understands a greater range of SAE colloquialisms and idioms but may still require detailed explanation, code-switches with greater ease to clarify meaning.	has greater understanding about how cultural attitudes and beliefs influence language use, begins to make some evaluative comments, uses own cultural perspectives to explore more complex ideas.
Linguistic features and structures		begins to recognise some common SAE words and formulaic expressions in context and with visual support.	follows classroom listening practices, responds to questions related to personal needs or wants which are supported by visuals, voice intonation and SAE key words or formulaic sentences.	follows several simple SAE instructions, directions and ideas, responds to simple enquiries, uses SAE listening conventions.	actively listens to and participates in teacher-directed language experiences in familiar contexts with clear speech, identifies, with some accuracy, the use of intonation and stress in speech.	understands with greater facility a range of oral text types and their purposes in both informal and formal registers on unfamiliar topics with minimal support.	listens for different purposes, following discourse markers and prosodic features with appropriate understanding of a broader range of more detailed SAE oral text forms.	effectively follows and participates with more confidence in some complex and unfamiliar SAE interactions, maintains concentration over a sustained period.	easily follows and participates in most social and learning contexts in the school environment, understands quite dense SAE oral texts.
Vocabulary		recognises a limited range of basic SAE nouns, verbs and adjectives used in context and with visual support.	begins to comprehend simple classroom activities, a beginning bank of SAE words, familiar formulaic phrases and repetitive structures used in context and with visual support.	recognises an emerging bank of general vocabulary for everyday use and learning contexts.	continues to build on a range of high-frequency words, adjectives and subject-specific words across learning areas.	understands a broad range of vocabulary expanding into subject-specific and academic words.	recognises a broader range of SAE formal register, recognises simple figurative SAE language in context, including similes, personification and hyperbole.	has an expanding bank of specialised or technical SAE vocabulary, including descriptive and figurative language for use across the learning areas.	consolidates knowledge of SAE vocabulary by exploring specialised vocabulary, word groups, nominalisation, affixes, phrasal verbs and figurative language.
Clarification		uses SAE appropriate gestures, mimicking and single words to confirm understanding, observes closely and relies heavily on translation, visual and contextual support.	relies on face-to-face contexts, voice expression, memory and repetition to help make meaning.	relies on visual and contextual support, topic knowledge and simplification to help make meaning.	requires rephrasing, paraphrasing and repetition to clarify, asks specific questions, uses home language with same language speaking peers to clarify more complex instructions.	uses developing word knowledge and discourse markers to help make meaning, asks for clarification when necessary.	continues to use developing morphological skills and discourse markers to support meaning making, consults references.	asks for clarification with increased confidence with unfamiliar vocabulary, culturally unfamiliar contexts and when speech is too rapid, uses dictionaries and other references.	asks subject-specific questions for clarification of complex SAE topics.
Questioning		understands short, simple SAE directives with visual support.	understands literal SAE questions, responding with one or two word answers.	understands simple and literal questions, responds using learnt formulaic phrases or simple sentences.	understands and responds to literal and simple inferential questions related to a range of familiar contexts.	answers literal questions related to a narrow range of SAE text forms with minimal teacher support, begins to understand and respond to simple SAE tag questions.	asks questions with more confidence to gather more information to extend knowledge of SAE in class discussions and tasks, understands a range of tag questions.	answers literal and inferential questions based on a range of SAE oral text types with more confidence, answers evaluative questions, understands gender and number agreement in tag questions.	shows understanding of SAE evaluative questions by providing opinions on topics of interest with control and independence.
Sound knowledge		recognises some individual sounds in SAE words.	recognises most consonant and short vowel phonemes in words, rhymes and onset rime.	recognises the 24 consonant phonemes and common consonant blends with varying accuracy, recognises some patterns in words with varying accuracy, rhymes, onset and rime, two syllable words.	recognises more long vowel phonemes and diphthongs, is able to hear minimal pairs, understands commonly used familiar reduced speech.	recognises most of the 44 phonemes, including those sounds less common in home language, develops more challenging SAE word patterns such as prefixes and suffixes.	recognises the 44 phonemes of SAE with little need for repetition or clarification, listens for patterns in words, differentiates between similar sounding words, uses final consonant clusters to identify plural or tense forms.	discriminates between SAE sounds with greater facility, identifies different pronunciations of the same word, listens for final consonant clusters indicating plurals or tense forms, with greater facility.	determines unknown words through knowledge of SAE phonemes.

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Speaking

		Beginning levels		Emerging levels		Developing levels		Consolidating levels	
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
		Level description	Level description	Level description	Level description	Level description	Level description	Level description	Level description
Mode statement	The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when speaking with purpose in a wide range of situations.	**The student** is new to speaking in SAE, uses home language and begins to use a small selection of familiar SAE words and common formulaic expressions with extensive support.	**The student** begins to engage in simply structured talk during play and highly repetitive classroom contexts with modelling and targeted support.	**The student** experiments with simple SAE language structures for establishing relationships and communicating in controlled contexts with ongoing support.	**The student** produces longer, simple oral texts on familiar topics in uncontrolled contexts with some support.	**The student** produces a narrow range of longer, more detailed and logically sequenced oral texts on unfamiliar topics with minimal support.	**The student** communicates with some fluency and awareness of register, producing a broader range of longer, more detailed and cohesive oral texts with minimal support.	**The student** consolidates use of an expanding range of SAE oral text types in most relevant registers and contexts, using subject-specific vocabulary and some complex language structures with fluency and more confidence.	**The student** communicates fluently and competently in SAE across registers, relevant learning areas and in most social contexts, using more complex language structures with greater control and independence.
Intercultural understandings	The student applies intercultural understandings of increasing complexity to communicate effectively in spoken SAE.	uses understandings of the way people interact in the home culture to attempt communication with others in class and school interactions.	initiates and maintains some brief interactions with others based on beginning SAE language and cultural knowledge.	uses SAE to establish relationships with others, choosing an emerging range of socially appropriate expressions during conversations.	begins to make appropriate language and behavioural choices depending on the social or classroom situation.	practises separating languages or dialects according to the situation with the intent of getting meaning across.	considers cultural content of oral texts and how speaking changes according to the context and demands of the situation.	uses knowledge of how home language and culture differs from SAE to make effective choices in language according to context and register.	uses understanding about how cultural attitudes and beliefs influence language use and begins to make evaluative comments about what others say.
Communication	The student communicates and interacts through a range of SAE oral texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops.	begins to participate in some common classroom routines, uses home language, non-verbal communication, gestures and a small selection of familiar SAE words and common formulaic expressions with support.	begins to participate in simple, hands-on classroom activities, using familiar formulaic phrases and repetitive structures to convey longer meaningful texts with support.	considers purpose and audience to some extent, begins to participate in oral activities and experiments with simple SAE language structures for communicating in controlled contexts with support.	begins to understand that audience and purpose determine text type, actively participates in less structured class activities and produces longer, but simple oral texts at a literal level with some support.	is more aware of purpose and audience, actively participates in a narrow range of cross-curricular learning experiences and produces longer, more detailed and logically sequenced oral texts with minimal support.	considers the basic needs of the audience, sustains participation in a broader range of cross-curricular learning experiences and begins to communicate less literal meanings through beginning use of complex language structures with some fluency.	demonstrates understanding of the needs and interests of the audience, takes an active and productive role in an expanding range of cross-curricular learning experiences and begins to communicate inferences through some complex language structures with more confidence.	demonstrates understanding of most relevant text forms, their purposes and audiences, competently participates in most cross-curricular learning experiences and uses more complex language structures and inferences with greater control and independence.
Additional language acquisition skills	The student reflects on the way SAE works, selecting from a growing repertoire of processes and strategies to support oral communication in SAE.	imitates others and uses non-verbal gestures and speaking behaviours and skills from the home language and culture to communicate needs.	relies heavily on contextual support, visual prompts, gestures and memory to communicate in routine daily situations.	relies on contextual support, the other speaker and basic understanding of sentence structure to communicate in informal situations.	applies learned language structures, relies on scaffolding and others to be patient and helpful during communication.	uses developing morphological and grammatical skills and makes some attempts to rephrase or alter speech to be better understood.	begins to reflect on and assess SAE speaking conventions, behaviours and the content of speech for relevance and accuracy.	plans, reflects on, and assesses speech and interactions on a simple evaluative level for relevance and accuracy with more confidence.	competently uses a developing range of speaking skills to critically reflect on and assess speech to enhance communication.

Level 1

The student is new to speaking in SAE, uses home language and begins to use a small selection of familiar SAE words and common formulaic expressions with extensive support.

Intercultural understandings

- is competent in one or more languages orally and is now learning and comparing the cultural and linguistic differences of an additional language
- connects with own world view, culture and prior experiences to interact in SAE
- may use a mix of home language and SAE to converse with adults and other students
- may find the school environment very different to the home environment or previous school experiences (eg refugee camp)
- becomes aware that others may speak a different language or dialect
- draws on home language word knowledge and attempts to match this to SAE words often without understanding the structure or, in some instances, the meaning
- is becoming aware of SAE social conventions and language associated with speaking in a group (eg sit still, taking turns, my turn).

Linguistic features and structures

- participates in basic greetings, routine exchanges and courtesy phrases after modelling and with prompting (eg 'Good morning', 'please', 'thank you', waving)
- uses modelled formulaic phrases and learned vocabulary and begins to share personal information in a group (eg 'my name is_', 'I come from_', 'I have_')
- begins to participate and join in with a variety of shared activities (eg morning routines, repetitive action songs, free and directed play, chanting, interactive white board games, home corner)
- uses single words/phrases/labels and describes relevant objects or drawings with prompting (eg picture talks, familiar books)
- asks and responds with single words to basic questions on classroom and daily routines (eg 'Pencil'? 'Yes/No')
- uses single words and memorised phrases about familiar topics (eg 'look drawing', 'go pool', 'How are you today?')

- uses these grammar items when speaking in games, songs and chants:
    - nouns – classroom topic words – clothing, home, animals, body parts, common classroom objects
    - pronouns – I, me, it, you
    - adjectives – colour words, big, little
    - present tense verbs – sit, walk, jump.

Vocabulary

- begins to use a limited range of basic vocabulary for social, classroom and playground interactions:
    - classroom routines – calendar, weather, days of the week
    - general place and time – morning, afternoon, home
    - playground – toilet, play, lunch time, home time
    - school – music, library, computer, home corner, maths, number words.

Pronunciation

- begins to copy some SAE sounds
- uses mostly single words.

Additional language acquisition skills

- needs a number of opportunities to practise SAE
- copies and observes adults and peers using non-verbal communication, gestures and actions to communicate (eg imitating others, pointing, watching intently)
- begins to develop strategies to clarify information or miscommunication (eg ask a same language speaker, using gestures, copying others, asks for help)
- attempts to operate in two languages
- attempts some SAE sounds which are not in their home language
- uses tone and intonation from their home language
- takes time to process information.

Level 2

The student begins to engage in simply structured talk during play and highly repetitive classroom contexts with modelling and targeted support.

Intercultural understandings

- begins to understand how some social interactions in SAE differ from their own world view, prior experiences, home language and culture
- is more aware that others speak a different language or dialect
- begins to match SAE words and structures to the home language and produces language that approximates English
- develops strategies to communicate in different contexts (eg turn taking, voice level and eye contact).

Linguistic features and structures

- speaks in simple sentences for a variety of purposes (eg 'I see the bus', 'I like')
- initiates and maintains interactions with peers and adults using familiar phrases and is aware of word order (subject/verb/object) (eg 'I like', 'I don't like', 'Do you…?' 'you help me?', ' I need pencil', 'Mum not here')
- echoes and joins in with high-frequency expressions contained within songs, chants, calendar and weather routines
- participates in and can respond to:
  - greet and socialise (eg 'Hello', 'Hi', 'goodbye', 'bye')
  - communicate needs, wants, feelings
  - format of games following the sentence structure (eg Simon says, my mother went shopping)
- participates actively in daily class routines/activities with some independence
- asks and responds to simple question structures after modelling and practice
- retells personal experiences/events using simple sentence patterns and familiar vocabulary with modelling and practice
- connects words in phrases and/or short simple sentences with common conjunctions
- uses these grammar items in games, songs, chants and ultimately in speech:
  - nouns – clothing, home, animals, body parts, common classroom objects
  - pronouns – he, she, me, they
  - adjectives – colour words, big, little
  - present tense verbs – sitting, walking, jumping
  - plurals – dogs, cats, pencils
  - prepositions – in, on, up, down.

Vocabulary

- uses basic vocabulary for a limited range of social, classroom and playground interactions:
  - community – clothes, people and places
  - general – food, weather
  - maths language – number, shape and size
- uses some basic metalanguage in speaking (eg picture talk, speaker, news-telling).

Pronunciation

- speaks word-by-word in familiar routines with some confidence
- pronunciation errors may interfere with meaning and word-endings may be omitted due to home language influence
- utterances are understood much of the time although home language influences may continue to interfere, many words and sounds are comprehensible.

Additional language acquisition skills

- continues to rely on contextual support, visual prompts and home cultural understandings to communicate with others
- requires time to practise use of SAE in formal and informal settings
- uses memory of key SAE words or chunks of speech to help convey messages
- may still choose to use the home language, even with adults or peers who do not share the same language or dialect.
- relies on others to predict meaning from the situation
- repeats questions or statements of others in an attempt to join in if they don't know the meaning
- continues to develop strategies to clarify information or miscommunication
- may still use some gestures, copy others, ask for help, ask same language speakers.

Level 3

The student experiments with simple SAE language structures for establishing relationships and communicating in controlled contexts with ongoing support.

Intercultural understandings

- uses the home language, culture, previous experiences and developing SAE cultural knowledge to construct basic oral text types
- uses talk in SAE with more confidence to establish a relationship with others in the classroom and playground
- uses some awareness of different SAE speaking protocols such as waiting for a short time to speak, nodding and using names to gain the attention of the teacher or peers
- demonstrates some basic awareness of altering language to suit different SAE registers by using learned phrases for SAE social conventions
- may role play or joke with known formulaic SAE, pretending to imitate the teacher or a program on the television
- is more aware of the existence of different languages and dialects in the community and that there is a difference between the home language and SAE.

Linguistic features and structures

- actively initiates and participates in predictable spoken exchanges with less prompting
- produces short, basic oral texts using simple sentence structures in familiar situations
- asks questions and responds appropriately to some predictable 5W questions, in full sentences, related to personal needs, school issues or class activities
- uses simple SAE language structures and modelled patterns of language
- uses common expressions and slang when interacting with peers and adults
- attempts to speak in the correct person and tense with some accuracy
- uses these grammar items with some tense errors:
  - articles and pronouns
  - plural forms, intermittently
  - common prepositions
  - nouns
  - adjectives
  - verbs
- connects ideas in sentences using conjunctions (eg *and*, or, *because*, *but*); time markers (eg *yesterday*, *Tuesday*, *after*).

Vocabulary

- uses an emerging bank of general vocabulary for social and academic contexts, not always supported by pictures, including:
  - community objects
  - people and places
  - time
  - maths – building on number, shapes and size
- uses metalanguage to discuss parts of language and text types (eg cover page, full stop, question, retell, answer, news telling).

Pronunciation

- approximates with rhythm, stress and intonation in familiar and rehearsed activities although errors may still occur
- continues to use pronunciation that reflects the home language
- attempts most SAE sounds with varying accuracy, segments and blends CVC words producing two and three syllable words more clearly.

Additional language acquisition skills

- continues to use objects and pictures to help convey meaning and participate in class activities
- communicates using strategies such as circumlocution (eg 'Can I have that thing there?')
- considers purpose and audience to some extent when participating in social interactions
- uses expanding SAE vocabulary and sentence structure to communicate in informal situations
- understands the importance of adjusting volume or pace of speech in different contexts
- continues to rely on others to predict meaning from gestures and context
- relies on the other speaker to scaffold conversation
- practises understandings of SAE in the school environment as the classroom may be the only context where SAE is encountered.

Level 4

The student produces longer, simple oral texts on familiar topics in uncontrolled contexts with some support.

Intercultural understandings

- may continue to use behaviours particular to the home culture such as silence as a necessary part of the conversation, speak softly and avoid eye contact
- demonstrates an understanding of some differences and similarities between own cultural experience and that of Australian culture
- demonstrates, with some support, SAE social conventions during spoken exchanges
- is more aware of different SAE registers and begins to adjust speech accordingly
- adjusts volume and pace of speech in some appropriate contexts, though may need reminding by a teacher to slow down or speak more quietly
- uses intonation and stress with some consistency
- role-plays appropriate cultural conventions and situations
- begins to retell heard jokes from a literal perspective, not always understanding the punch line
- begins to code-switch between home language and SAE in appropriate situations.

Linguistic features and structures

- begins to recognise ways in which audience and purpose determine text types
- produces short, simple oral texts with increasing confidence
- follows classroom discourse conventions and directed class activities with more confidence
- adds more detail to questions, statements and commands (eg 'Where are we going for the excursion on Thursday?')
- initiates and sustains conversations with peers and adults by commenting, making a personal connection or by questioning
- adjusts language in informal and formal situations when interacting with peers and adults
- demonstrates better understanding of simple SAE sentence structure and word order
- connects ideas orally in related sentences using simple conjunctions

- attempts to use SAE tense markers
- speaks in the correct person with some consistency
- begins to use simple contractions (eg *won't*, *can't*).

Vocabulary

- uses an emerging bank of content-specific vocabulary, relying on contextual support (eg topic word groups, common compound words, synonyms, antonyms and a range of verbs and adjectives)
- participates in longer discourse, but with some breakdowns in fluency and meaning while still searching for appropriate SAE words, using 'um' or 'like' often and frequent repetitions.

Pronunciation

- begins to take risks pronouncing unfamiliar words
- pronounces similar sounds more clearly such as voiced and unvoiced sounds and minimal pairs (eg words that differ by a singular sound, eg *pen*, *hen*)
- uses comprehensible pronunciation, though is likely to reflect the home language accent and features.

Additional language acquisition skills

- syllabifies, segments, blends and manipulates phonemes in an emerging bank of longer words with some consistency
- continues to use onset and rime, syllables and word patterns to produce sounds and articulate words
- may continue to use the home language with peers or adults to communicate complex ideas and concepts and to clarify issues of content and procedure
- continues to rely on contextual support and others to make meaning from their speech
- begins to self monitor speaking skills appropriate to home language or SAE contexts
- begins to use rules or patterns to remember new SAE vocabulary and structures.

Level 5

The student produces a narrow range of longer, more detailed and logically sequenced oral texts on unfamiliar topics with minimal support.

Intercultural understandings

- identifies purpose for speaking and adjusts to audience expectations in more formalised settings (eg recognises that the audience has come to be entertained and adjusts accordingly)
- identifies some cultural and linguistic differences between SAE and home language
- makes simple comparisons between own and Australian culture
- uses appropriate register for varying social and learning situations
- demonstrates appropriate SAE speaking behaviours during spoken exchanges (eg calling, asking, waiting, gaze, distance, gesture and touch)
- demonstrates, with some accuracy, a narrow range of prosodic features in speech to convey the appropriate meaning (stress, intonation, pitch, pace and pauses)
- begins to develop colloquial language and makes comparisons to home language
- retells simple jokes more effectively and understands intended humour
- uses the home language in appropriate social contexts, often tunes in to appropriate socio-cultural code-switching.

Linguistic features and structures

- understands that different text types have different purposes and audiences
- gives some detailed directions in sequence
- entertains through stories, riddles, jokes or poems
- expresses opinions or viewpoint with simple reasoning with some level of scaffolding
- initiates and participates in longer spoken exchanges with less support, when speech is clear and regularly paced
- expresses a range of emotions appropriately according to SAE conventions
- gives a short oral presentation on a relevant object, picture, photograph or learned topic, including relevant information and may use comparisons
- asks others questions, records and classifies information on a template
- answers teacher's questions with more detail and relevance to the topic using 5 W questions
- uses compound sentences to add more detail

- uses mostly the simple past, present and future and continuous tenses with less support
- speaks in the correct person with more consistency
- uses subject/verb agreement with more consistency
- uses articles, personal pronouns, possessives and subject and time reference items more consistently
- uses a narrow range of contractions, including negative forms
- uses quantifiers to express countable and uncountable nouns with more consistency (eg 'She has very few friends./There's very little time left before playtime'.)
- builds on adverbial phrases of time, place and movement and uses these with more consistency (eg 'I looked everywhere I could think of'.)
- segments, blends and manipulates phonemes in a developing bank of longer words more consistently
- continues to use word patterns, syllables and rhyming words to produce sounds and articulate words correctly.

Vocabulary

- uses a developing bank of cross-curricular topic word groups, compound words, adjectives, adverbs, synonyms, antonyms and verb groups
- uses a narrow range of technical words and descriptive language in context, (eg classifications, technical words, affixes, homophones, comparatives and superlatives).

Pronunciation

- speaks clearly and pronounces most sounds correctly using their own variety of English
- uses appropriate intonation with occasional errors.

Additional language acquisition skills

- asks questions related to a topic of interest with simple probing for more detail.

Level 6

The student communicates with some fluency and awareness of register, producing a broader range of longer, more detailed and cohesive oral texts with minimal support.

Intercultural understandings

- has developing understanding of the ways in which SAE speaking differs from home language and extends code-switching skills
- makes simple comparisons between own and Australian culture and articulates with greater clarity some simple examples
- becomes more aware of SAE speaking behaviours and linguistic structures for appropriate contexts (eg pauses for statements, questions and offers)
- begins to use and understand some different shades of meaning
- uses a small range of colloquialisms
- retells jokes and uses more humour in speech
- uses knowledge of the school context to help a new student and relays simple communication and understandings in the home language
- considers, with more ease, ways in which speaking changes according to the demands of the situation, context and register (eg chatting with a friend or arguing with a sibling)
- demonstrates, with more accuracy, a narrow range of prosodic features in speech to convey the appropriate meaning
- code-switches with some control and awareness of language and behaviour in informal and some formal settings.

Linguistic features and structures

- chooses appropriately from a broader range of more detailed oral text types to:
  - interact and negotiate with peers
  - share knowledge and information
  - use language for creative expression
  - express opinion, possibility and reasoning
  - present two sides of an argument
  - inquire, clarify and reflect on topics or language learning processes
- contributes more detailed ideas and opinions in classroom discussions and activities
- attempts to express complex humour and emotion

- tells stories with a familiar structure and sequence
- articulates understanding of group discussions or shared books
- participates in group activities using more persuasive language and understanding of text structure
- answers subject-specific and some inferential questions with more detail
- uses compound sentences with cohesive devices
- uses some simple conditionals in context (eg 'If you had gone to bed early, you would have caught the train.')
- uses some simple adverbial and adjectival clauses (eg 'The dog that is barking loudly belongs to Mary.')
- uses a broader range of conjunctions indicating additions, time, consequence and comparisons.

Vocabulary

- continues to build on a developing bank of cross-curricular language, topic word groups and classifications, compound words, adjectives, comparatives, superlatives, synonyms, antonyms, affixes, homophones, verb groups and adverbs
- uses a broader range of technical words and simple figurative language in context (eg technical words, homographs, common similes, common colloquialisms).

Pronunciation

- speaks with fewer hesitations and self-corrections reflecting less of the home language accent and features
- uses some more complex SAE language structures with some fluency
- pronounces most frequently used words and phrases comprehensibly and attempts less unfamiliar words.

Additional language acquisition skills

- continues to participate in conversations and complete learning activities through questioning, clarifying and making connections.

Level 7

The student consolidates use of an expanding range of SAE oral text types in most relevant registers and contexts, using subject-specific vocabulary and some complex language structures with fluency and more confidence.

Intercultural understandings

- understands task requirements more clearly
- understands different text types more clearly and adjusts speech according to audience, purpose, context and register with more confidence
- may still use home language to make meaning of SAE learning
- uses culturally appropriate gestures and facial expressions to show emotions such as interest, excitement, shyness or fear
- uses a wider range of colloquial forms
- plays with language in elementary ways for humorous effect and to imitate other speakers.

Linguistic features and structures

- identifies more specific needs and interests of the audience and the purposes of an expanding range of oral texts with more confidence
- confidently produces more complex oral text types to interact and negotiate more effectively with peers
- shares knowledge and information in more detail
- uses language for creative expression
- enquires, clarifies and reflects on a broader range of topics with added information
- participates effectively in more complex SAE interactions expressing own ideas and opinions with confidence, in more formal settings if the content is well developed
- expresses longer, more complex ideas, humour, feelings and attitudes effectively
- uses colloquialisms and figurative language
- has the confidence to perform in drama roles, sing or recite poetry in front of a group
- consolidates the use of structural features of narratives and persuasive texts

- joins in group debates with more confidence, using more persuasive vocabulary and language structures
- confidently uses the correct simple or continuous tense with common irregular verbs (eg 'We have eaten.'/'We had eaten.'/'We will have eaten.')
- attempts the perfect tenses
- uses some complex sentences with adverbial (eg When Irene got there, the car was gone.) and adjectival clauses (eg 'The lady with the long hair is Sakura'.)
- uses conditionals and demonstrates the relationship of time or subtle intention (eg 'If you eat too much chocolate, you will get sick'.)
- begins to use ellipsis or deletion of one or more of the words in condensing quotes or phrases
- begins to use reported speech and thought
- uses an expanding range of reference items, contractions and prepositions more effectively
- uses cohesive devices and conjunctions indicating time, additions, comparisons or consequence more effectively.

Vocabulary

- has an expanding bank of specialised or technical vocabulary, descriptive and figurative language for use across the curriculum.

Pronunciation

- speaks with comprehensible pronunciation, stress and intonation with only minor breakdowns in fluency and meaning
- uses a range of cohesive resources and reference items to improve fluency.

Additional language acquisition skills

- paraphrases and summarises more effectively
- explains inferences with more confidence.

Level 8

The student communicates fluently and competently in SAE across registers, relevant learning areas and in most social contexts, using more complex language structures with greater control and independence.

Intercultural understandings

- shows awareness of the listener and adjusts speech accordingly
- acts as a leader in group projects
- takes on the role of welcoming, introducing or thanking visitors
- maintains the appropriate degree of formality in a limited range of formal and less supportive contexts
- begins to make evaluative comments about what others say
- compares the appropriateness of isolated examples of colloquial and non colloquial language
- attempts to use common idioms and plays with rhymes to create a humorous effect
- may be competent bilingual or bidialectal speakers
- will effectively code-switch, if bilingual or bidialectal, between the use of home language and cultural behaviours and SAE depending on audience, purpose and context.

Linguistic features and structures

- demonstrates greater understanding and control of most relevant text types, their purposes, audiences and structural features
- independently produces more complex oral texts with control and flexibility (eg recounts, procedures, descriptions, reports, narratives, persuasive texts and interviews)
- participates in social contexts, topic discussion, questioning and learning experiences with greater control and independence
- comments appropriately on the contributions of others in discussions
- infers meanings and uses humour with greater control
- competently recounts experiences, actions, situations and stories
- competently uses persuasion to sway the opinion of a listener
- competently uses language for creative expression through rhymes, poems, narratives and dramas
- gives information through longer formal talks and presentations, including multimedia with voice over

- uses language, with greater control, in the:
  - simple (eg 'I walk everyday'.)
  - progressive (eg 'I am walking'.)
  - perfect tenses (eg 'I have been walking'.)
- uses more complex sentences with adverbial and adjectival clauses
- uses conditionals with greater control
- uses direct and reported speech, the passive voice and ellipsis with greater control
- has greater control and independence over using and formulating appropriate words within sentences to describe time, position, order, comparatives, superlatives, consequences, frequency, obligation and certainty.

Vocabulary

- consolidates vocabulary by exploring specialised word groups, nominalisation, affixes, phrasal verbs and figurative language.

Pronunciation

- speaks using comprehensible pronunciation and appropriate stress and intonation with diminished accent and greater fluency.

Additional language acquisition skills

- demonstrates an understanding of some SAE academic versus social language conventions.

	Beginning levels		Emerging levels		Developing levels		Consolidating levels	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Level description	**The student** is new to speaking in SAE, uses home language and begins to use a small selection of familiar SAE words and common formulaic expressions with extensive support.	**The student** begins to engage in simply structured talk during play and highly repetitive classroom contexts with modelling and targeted support.	**The student** experiments with simple SAE language structures for establishing relationships and communicating in controlled contexts with ongoing support.	**The student** produces longer, simple oral texts on familiar topics in uncontrolled contexts with some support.	**The student** produces a narrow range of longer, more detailed and logically sequenced oral texts on unfamiliar topics with minimal support.	**The student** communicates with some fluency and awareness of register, producing a broader range of longer, more detailed and cohesive oral texts with minimal support.	**The student** consolidates use of an expanding range of SAE oral text types in most relevant registers and contexts, using subject-specific vocabulary and some complex language structures with fluency and more confidence.	**The student** communicates fluently and competently in SAE across registers, relevant learning areas and in most social contexts, using more complex language structures with greater control and independence.
Intercultural understandings	uses own world view, culture and prior experiences to interact in SAE, may use a mix of SAE and home language to converse with adults and peers.	makes comparisons between SAE social interactions and own world view, prior experiences, home language and culture, produces language that approximates English by matching SAE words and structures to home language.	uses developing SAE cultural knowledge and the home language, culture and prior experiences to construct basic oral text types, uses SAE talk with more confidence to establish relationships with others.	is more aware of different SAE registers and adjusts speech accordingly, begins to code-switch between home language and SAE in appropriate contexts, demonstrates understanding of some SAE social conventions during spoken exchanges.	uses appropriate register for varying social and learning situations, demonstrates appropriate SAE speaking behaviours during spoken exchanges, code-switches between SAE and the home language with greater ease.	shows a greater understanding of SAE speaking behaviours and linguistic structures for appropriate contexts, uses a small range of colloquialisms and humour in speech, code-switches more effectively.	is able to adjust speech according to audience, purpose, context and register with more confidence, uses a wider range of colloquialisms, code-switches easily.	communicates competently for their age group across all learning areas and in most social contexts.
Linguistic features and structures	begins to use single words, gestures and memorised chunks of high-frequency words and formulaic phrases without understanding the structure or sometimes meaning.	initiates and maintains simple interactions with others, using familiar repetitive phrases and memorised chunks of speech, produces basic oral descriptions and recounts, with teacher modelling and support.	initiates and participates in familiar literal spoken exchanges with less prompting, produces short basic oral descriptions using simple sentence structures, using simple conjunctions and time markers.	initiates and sustains conversations with adults and peers, makes comments, a personal connection or asks questions, demonstrates better understanding of simple SAE word order and sentence structure, connects ideas using simple conjunctions and tense markers.	considers audience and purpose to some extent to produce oral descriptions with some independence and responds to simple inferential questions.	engages in more detailed oral texts for social and academic purposes, contributes opinions and more detailed ideas, attempts to express complex humour and emotion.	produces complex oral text types, uses humour, colloquialisms and some figurative language to hold the listener's attention.	produces more complex oral texts, infers meanings and humour with greater control and independence.
Vocabulary	begins to use a small selection of personally relevant nouns, verbs and adjectives for social, classroom and playground interactions, relies heavily on teacher support and visual cues.	uses a beginning bank of general vocabulary for everyday use related to self, family and school with visual support.	uses an emerging bank of general vocabulary for everyday and learning contexts, not always supported by visuals.	uses an emerging bank of content-specific vocabulary for familiar contexts, begins to use conscious strategies or patterns to remember new SAE vocabulary and structures.	uses a developing bank of cross-curricular topic words and a narrow range of technical words.	uses a broader range of technical words and simple figurative language in context with more accuracy.	has an expanding bank of specialised or technical vocabulary, descriptive and figurative language for use across the learning areas.	consolidates vocabulary by exploring specialised word groups, nominalisation, affixes, phrasal verbs and figurative language.
Pronunciation	imitates some English sounds, uses mostly single words.	speaks word-by-word, word-endings may be omitted due to home language influence.	uses pronunciation that reflects the home language, attempts most SAE sounds with varying accuracy.	pronounces similar sounds more clearly, uses comprehensible pronunciation, though is likely to reflect the home language accent and features.	speaks clearly and pronounces most sounds correctly using their own variety of English, uses appropriate intonation in familiar activities with occasional errors.	speaks with fewer hesitations and self-corrections reflecting less of the home language accent and features, pronounces most frequently used words and phrases comprehensibly.	speaks with comprehensible pronunciation, stress and intonation with only minor breakdowns in fluency and meaning.	speaks using comprehensible pronunciation, appropriate stress and intonation with diminished accent and greater fluency.
Additional language acquisition skills	attempts to operate in two languages, needs plenty of opportunities and support, copies and observes others using non-verbal communication, gestures and actions to communicate, takes time to process information.	may still choose to use home language, continues to rely on contextual support, visual prompts and home cultural understandings, requires additional processing time, uses memorised chunks of language to help convey messages.	relies on the other speaker to scaffold conversation, communicates using strategies such as circumlocution, begins to adjust volume or pace of speech in different contexts, continues to rely on gestures to predict meaning.	will continue to use the home language with peers or adults who speak the same language to communicate complex ideas and concepts, continues to rely on contextual support and others to make meaning from their speech, begins to self-monitor speech.	initiates and engages in communicative tasks by paraphrasing, commenting and making a personal connection through questioning, asks questions with simple probing for more detail.	continues to initiate and engage in conversation and communicative tasks by paraphrasing, commenting, making personal connections and questioning.	paraphrases and summarises more effectively, explains inferences with more confidence.	demonstrates an understanding of some SAE academic versus social language conventions.

Reading/viewing

		Beginning levels		Emerging levels		Developing levels		Consolidating levels	
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
		Level description	Level description	Level description	Level description	Level description	Level description	Level description	Level description
Mode statement	The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when reading, viewing and making meaning from texts.	**The student** is new to reading and viewing in SAE and begins to attend to some simple, familiar and highly visual shared texts in context with extensive support.	**The student** begins to read and respond to simple SAE shared texts containing familiar words, short repetitive phrases and pictures with modelling and targeted support.	**The student** reads and comprehends short, basic SAE texts containing simple sentence structures in controlled contexts with ongoing support.	**The student** reads and comprehends longer, simple fiction and non-fiction SAE texts on familiar topics with some support.	**The student** reads and comprehends a narrow range of longer, more detailed, fiction and non-fiction SAE texts on unfamiliar topics with minimal support.	**The student** reads and comprehends a broader range of longer and more detailed fiction and non-fiction SAE texts on less familiar topics with minimal support.	**The student** consolidates understanding of an expanding range of more complex fiction and non-fiction SAE texts with more confidence.	**The student** competently reads and comprehends a wide range of more complex SAE texts with greater control and independence.
Intercultural understandings	The student applies intercultural understandings of increasing complexity to make meaning from SAE written and visual texts.	begins to understand that reading is part of the school routine and recognises some familiar text structures and content relating to own cultural background.	makes simple interpretations of familiar texts based on home language and culture, previous experiences and beginning SAE cultural knowledge.	makes some comparisons between home language and SAE text layouts and recognises some differences between them.	understands some differences between their home language and culture and SAE and how this affects interpretations of texts.	is more aware of some non-familiar cultural perspectives and how culture influences meanings in texts.	develops ability to compare and discuss different cultural perspectives which influence meanings in texts.	compares and contrasts the different uses of text structure, characters, events, language and authors' perspectives, with some teacher support.	has some understanding about how cultural attitudes and beliefs affect language use in different texts and begins to make some evaluative comments.
Comprehension	The student comprehends and responds to a range of SAE written and visual texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops.	begins to understand that words and pictures are different, that letters are grouped to make words, that labels name things and that books can be read for entertainment.	attends to shared reading and viewing activities, draws on beginning graphophonic skills and comprehends a beginning bank of relevant SAE words and familiar, repetitive phrases in context and with visual support.	recognises some of the purposes of different text types, participates in structured class reading activities, draws on emerging graphophonic skills and comprehends an emerging bank of everyday SAE words and simple sentences in controlled contexts with support.	understands that audience and purpose determine text types, actively participates in less structured reading activities and comprehends longer, simple SAE texts at a literal level with some support.	understands more about purpose and audience, actively participates in a narrow range of crosscurricular reading experiences and comprehends longer SAE texts at a more detailed level with less support.	is able to recognise the different purposes and audiences of fiction and non-fiction texts, sustains participation in a broader range of cross-curricular reading experiences and comprehends less literal, longer and more detailed SAE texts with minimal support.	comprehends an expanding range of fiction and non-fiction texts and their purposes, easily follows and actively participates in cross-curricular reading experiences and comprehends more inferred meanings in longer more detailed SAE texts with more confidence.	recognises most relevant text types and their purposes, confidently reads and participates in most cross-curricular reading experiences and competently comprehends and critically evaluates SAE texts with greater control and independence.
Additional language acquisition skills	The student reflects on the way SAE works, selecting from a growing repertoire of processes and strategies to support reading and comprehension in SAE.	observes others closely during reading relying heavily on translation, teacher, visual and contextual support to help make meaning.	makes simple connections between words and meaning and creates images to help comprehension and uses memory and sounding out strategies to recognise familiar words and phrases.	uses the strategies of predicting, connecting and creating images to help make meaning and uses emerging decoding skills and repetitive structures to read short texts.	uses text organisation, makes comparisons and creates images more successfully and uses word recognition and chunking skills to read texts.	develops pre-reading skills, re-reading and reading-on to help make meaning and uses developing morphological skills to decode texts.	adjusts reading rate where appropriate, consults others or references when needed and continues to use developing morphological skills to decode more complex texts.	skims and scans texts to locate information, links ideas across texts and decodes more confidently using comparison with known words.	summarises and paraphrases key ideas and competently uses a developing range of reading/viewing skills to critically reflect on and assess SAE texts.

Level 1

The student is new to reading and viewing in SAE and begins to attend to some simple, familiar and highly visual shared texts in context and with extensive support.

Intercultural understandings

- begins to understand that reading is part of the school routine
- draws largely on the home culture and literacy experiences to make sense of classroom reading practices and shared texts
- begins to understand that SAE written words can be read to provide a meaning
- uses reader's body language, gestures or facial expressions to make meaning with some misinterpretation if it differs from home culture communication style
- understands that SAE printed and visual texts may differ in appearance from the home language, such as the script used, the text layout or where the teacher begins reading
- may use home language with same language speaking support staff or peers to communicate and confirm ideas about a shared visual text
- may request that a same language speaking staff member show them a picture book, read to them or talk about a story in the home language.

Linguistic features and structures

- participates in shared reading experiences and viewing experiences with minimal understanding (eg big books, teacher made texts, songs, films)
- joins in shared reading and echoes repetitive language typically found in nursery rhymes; may lose concentration during shared book experiences due to limited comprehension
- participates in a limited range of shared reading activities with modelling and support (eg draw a character, match word to picture, games)
- demonstrates enjoyment of simple stories and films through facial expression, gestures and eagerness to listen to and engage in a text
- responds to texts in modelled and shared reading (eg identifies characters or objects by pointing or using single words)
- follows classroom literacy practices in reading for a purpose (eg weather chart, daily agenda, calendar, print walks, maths walls and interactive whiteboard activities)
- imitates early reading behaviours (eg holding the book the right way up, turning the pages one at a time, reading sentences from left to right)
- attempts reading memorised simple patterned sentences on familiar topics or texts (eg 'I see a dog'. 'I see a cat'.)

- recognises that words are different from pictures by pointing or gesturing and tries to follow along with teacher reading
- begins to understand that words can be grouped together to provide more information
- makes some meaning from visual cues in texts and in their environment
- recognises some memorised words if recycled often in a variety of contexts.

Vocabulary

- reads a very limited range of vocabulary
- recognises and interprets some common classroom labels (eg toilet, door) but may not recognise word out of context
- reads some environmental print using visual cues and with support (eg theme walls, word walls, maths walls)
- uses basic metalanguage to identify print and books (eg book, page)
- draws on home language vocabularly and attempts to relate this to new classroom experiences.

Codes and conventions

- begins to understand that letters have corresponding sounds
- recognises some of the 26 letters of the English alphabet and knows some of the corresponding single sounds in words
- begins to sounds out two or three words using decoding skills
- begins to segment sentences by counting how many words are in a sentence
- participates with varying success in phonemic awareness activities.

Comprehension

- reads their name and begins to match words and pictures to make meaning
- draws and labels pictures to show understanding
- answers simple 'yes' or 'no' questions related to a familiar text, using picture cues (eg 'Does Patsy like pretzels?')
- sequences a very familiar story using three pictures after extensive teacher modelling and practice of the beginning, middle and end.

Fluency

- imitates reading through memorisation, relying on picture cues.

Level 2

The student begins to read and respond to simple SAE shared texts containing familiar words, short repetitive phrases and pictures with modelling and targeted support.

Intercultural understandings

- begins to understand how reading and viewing practices differ between home culture and literacy experiences to SAE
- begins to understand that story telling is not always just oral, but that pictures and words can also be used to tell stories
- recognises different symbols or writing specific to own culture, such as Indigenous art, Mandarin script, Japanese Kanji or Thai script
- continues to misinterpret facial and voice expressions, body language and gestures during reading sessions due to a mismatch between SAE cultural norms, beliefs and expectations and the home culture
- clarifies or discusses a picture or story in home language.

Linguistic features and structures

- reads a small range of short familiar texts using a combination of memory, visual cues and letter/sound knowledge with confidence
- confidently joins in choral reading and uses familiar, repetitive language in a text
- reads and understands simple patterned sentences on familiar topics or texts which are mainly composed of familiar sight words and basic phonic structures
- participates in class reading routines and procedures (eg choosing a book, library, taking reading books out or shared reading time)
- uses finger to track individual words in reading (eg points to each word and follows along as the class reads a sentence together).

Vocabulary

- reads a developing bank of familiar high-frequency words from memory
- reads some topic specific vocabulary in context (eg Topic: *farm, hen, cow, pig, farmer, tractor*)
- recognises a small range of articles, personal pronouns and reference items but with inconsistencies (eg *I, the, a, he*)
- identifies some basic metalanguage around texts (eg book, page, title, letter).

Codes and conventions

- recognises most of the 26 letters of the English alphabet and knows most of the corresponding initial single sounds
- recognises some common consonant digraphs (eg /sh/, /ch/, /th/)
- decodes simple CVC words using letter/sound knowledge focussing on initial sounds
- uses onset and rime skills to sound out simple CVC words
- distinguishes between numbers and letters.

Comprehension

- participates in some independent reading activities with support (eg draws a character, sequences pictures to show beginning, middle and end, sentence reconstruction, match beginning and end of sentence, information gap exercises)
- demonstrates enjoyment and engagement in a text and digital media (eg asks a question, laughs at text, responds to activities on interactive whiteboard)
- interprets some meanings in familiar texts based on the reader's facial expressions, gestures, voice expression and intonation as well as body-language, relies on labelled diagrams and illustrations to make meaning (eg a life cycle)
- makes personal connections with the text using background experiences
- attempts to predict the story orally from a series of pictures in a text including cover page
- draws and labels pictures in response to a collaboratively read text or shared film
- answers simple literal 'who' or 'what' questions on a familiar text, with modelling
- attempts some reading strategies after teacher modelling (eg using picture information, repeating, pausing, self-correcting)
- sequences three to four pictures/photos to retell a story/film.

Fluency

- reads word-by-word with limited understanding
- develops knowledge that words and punctuation make up a sentence.

Level 3

The student reads and comprehends short, basic SAE texts containing simple sentence structures in controlled contexts with ongoing support.

Intercultural understandings

- understands that story telling procedures, formats and text layouts differ across cultures
- may make assumptions and connections with texts using own world view
- recognises some emotions displayed by characters in stories through use of visuals, music or vocal expression.

Linguistic features and structures

- recognises some of the purposes of various visual, printed or digital text types and relies on topic knowledge, text organisation and repetitive structure
- reads a variety of simple text types including recounts, descriptions, procedures and narratives
- identifies certain features of text types and film with extensive modelling (eg narrative, characters, setting)
- reads and understands a wide variety of formulaic phrases and simple subject/verb/object sentences independently
- uses punctuation to help understand what is read (eg question mark, speech marks, bolded print used for expression, capital letters)
- reads and understands some relevant time reference markers with varying accuracy (eg y*esterday, then, sometimes*).

Vocabulary

- uses an emerging bank of SAE reading vocabulary to include everyday nouns, verbs, adjectives and adverbs used in familiar environments and highly repetitive books
- recognises a bank of high-frequency sight words and common phrases
- reads and recognises environmental print in classroom
- recognises and knows how to read and use morphemes in word families (eg 'play' in 'played' and 'playing')
- identifies basic metalanguage around texts (eg title, author, illustrator).

Codes and conventions

- recognises and sounds out two-letter beginning and final consonant blends (eg *fl*, *br*, *-nk*, *-ck*), consonant digraphs (eg *ch*, *sh*, *wh*), double consonants (eg *–ll*) and split digraphs (eg *sh-o-ck*, *ch-ur-ch*, *ch-i-ck*), in familiar words
- recognises and sounds out common vowel digraphs (eg *oo*, *ea*, *ai*) with support
- uses emerging knowledge of graphophonics, beginning onset and rime to sound out common words.

Comprehension

- connects to a text and/or digital media on a personal level especially when culturally appropriate texts are chosen (eg the book 'Movy's goat' and their own experience of village life)
- makes oral predictions before and during reading based on observations made around the cover page, pictures and title
- answers simple, oral and written literal questions, based on a familiar text/film using 5W questions
- answers simple inferential questions after modelling and practice
- completes a range of reading activities around class texts independently (eg sequencing, story map, information gap activities)
- sequences four to six pictures or photos with text and retells a simple story
- responds and expresses feelings about a text or digital media (eg by laughing, showing surprise or disappointment as well as expressing an opinion with simple reasoning)
- uses a number of reading strategies independently (eg picture information, re-reading, pausing, self-correcting)
- makes simple comparisons between two texts on the same topic.

Fluency

- reads text with less reliance on formulaic sentence structures
- attempts to imitate teacher pronunciation, intonation, rhythm and stress while reading
- reads short word clusters, familiar phrases and simply structured sentences if they have been recycled frequently with visual and contextual support.

Level 4

The student reads and comprehends longer, simple fiction and non-fiction SAE texts on familiar topics with some support.

Intercultural understandings

- understands classroom reading practices
- makes connections with texts using own knowledge and understanding of the world
- reflects on own experiences compared with those in the text through talking, drawing, role-play and craft
- develops own key messages from a text or relationships between events in a text by linking the information to own experiences
- identifies with characters from a text
- compares traditional characters in texts across different cultures
- continues to use home language with same language speaking staff or peers to communicate and confirm ideas about a shared text or visual.

Linguistic features and structures

- recognises some of the purposes and audiences of a growing range of SAE visual, printed or digital texts (fiction and non-fiction) and makes connections between print and illustrations with some consistency
- reads and views a variety of text types for pleasure and for information (eg recounts, descriptions, narratives including simple persuasive texts)
- reads a variety of simple texts for a purpose (eg invitations, recipes, messages)
- identifies basic metalanguage around texts (eg, illustrator, non-fiction, photographer)
- demonstrates an awareness of textual features in SAE in a variety of text types including narratives (eg beginning, middle and end, setting and characters)
- uses text organisation (title, pictures, headings and layout) to help identify purpose, audience and key information
- understands ideas can be linked using a range of conjunctions
- participates actively in teacher-directed language and guided reading experiences
- talks about relationships between events
- discusses aspects about a favourite book/film and identifies features, specialised vocabulary and pictures.

Vocabulary

- continues to build on high-frequency and structural words
- builds a small bank of subject-area specific vocabulary
- builds on knowledge of high-frequency sight words
- uses some metalanguage to talk about text types.

Codes and conventions

- segments and blends phonemes in an emerging bank of longer words
- recognises double consonants positioned between two syllables and more common vowel digraphs in familiar words with support
- recognises that different letters can produce similar sounds (eg /aw/, /au/)
- identifies sounds that differ from home language.

Comprehension

- predicts events in stories and links cause and effect to explain reasoning
- makes connections and comparisons between the text, personal views and other texts
- demonstrates literal comprehension of a simple text by sequencing words, short sentences and events to match with pictures from a story
- answers literal 5W questions about text in complete sentences and with some detail
- retells stories using main ideas, key vocabulary and textual structure
- uses reading strategies independently (eg picture information, re-reading, pausing, self correcting)
- reads, understands and uses a range of grammar items such as contractions and auxiliary verbs.

Fluency

- continues to read simple texts practising pronunciation, intonation and stress
- uses punctuation to assist with fluency
- uses morphemes to read words by recognising word stems (eg *read – reading*, *dance – dancing*).

Level 5

The student reads and comprehends a narrow range of longer, more detailed, fiction and non-fiction SAE texts on familiar and some unfamiliar topics with minimal support.

Intercultural understandings

- continues to predict, connect, compare and create images relying on own world view and developing understanding of other cultural perspectives to gain meaning
- identifies some unfamiliar cultural content and asks for clarification
- shows some awareness of different interpretations of texts by peers from different cultural groups
- responds to different cultural attitudes and practices encountered in visual and written texts and takes part in discussions about texts or films using own cultural understandings
- identifies the complication and resolution in simple narratives when these are familiar to the narrative structures of the home language, otherwise these textual features will still need some clarification
- explains a character's actions in a book or film based on literal understanding and on idiosyncratic cultural interpretations
- understands texts considering the author's view of the world, with teacher guidance and prompting.

Linguistic features and structures

- recognises a developing range of fiction and non-fiction text structures and their associated language features, including advertisements and informational texts
- identifies the use of music and lighting to set the scene and create meaning in films
- follows reports and longer persuasive texts
- understands some cohesive devices for linking ideas more consistently
- follows texts in the continuous tenses
- follows subject/reference items more consistently
- identifies the purpose and structural features of simple reports and longer, more detailed persuasive texts
- follows more prepositions for location and movement
- reads and understands simple additive, time and consequential and comparative conjunctions.

Vocabulary

- consolidates a bank of reading vocabulary to include topic word families, common compound words, synonyms, antonyms, nouns, verbs, adjectives and some adverbs used in classroom topics and books
- reads and understands common and content-specific words
- identifies some homophones and homographs
- uses prefixes and suffixes to decode.

Codes and conventions

- understands that the same sound can be produced by different letter combinations
- recognises the same letter can produce a different sound
- uses knowledge of letters, sounds, syllables and word families when attempting to read a new word or find key words in a text.

Comprehension

- recalls most details of a text and attempts to retell stories using key messages
- answers literal and some inferential questions with some detail
- uses a range of strategies to support reading such as contextual cues, re-reading with teacher prompting, chunking, sounding out and self questioning.

Fluency

- reads aloud with some transfer of stress and intonation from home language
- subvocalises when reading to self
- recognises rhyming words and familiar sounds in different words with less support
- continues to sub-vocalise or read word-by-word when reading unfamiliar texts out aloud
- re-reads when meaning is lost or when presented with unfamiliar words.

Level 6

The student reads and comprehends a broader range of longer and more detailed fiction and non-fiction SAE texts on less familiar topics with minimal support.

Intercultural understandings

- compares and contrasts different text types across cultures
- easily identifies various scripts which are relevant to the home language or other cultures
- may experience difficulty with texts containing unfamiliar SAE cultural references and content
- recognises how a text in the home language is different from a SAE text
- retells stories including main events with little prompting and support, but is still influenced by what is recognised as a main event, depending on cultural background
- code-switches with same dialect-speaking peers/adults when reading or discussing texts
- shows some awareness that the same word may be used in different ways
- requires more time to process and revisit new language and concepts than SAE learners
- reads aloud, displaying some features of both the home language and SAE in pronunciation, intonation and stress.

Linguistic features and structures

- identifies the difference between fiction and non-fiction texts through layout, topic and language use
- recognises the use of various effects for multi-media texts at a basic level
- engages in teacher-directed book discussion groups evaluating characters
- locates facts in descriptions, reports and simply labelled diagrams, charts, tables and glossaries
- makes comparisons between different text-type structures, features and content
- compares and contrasts characters, events and information across texts
- associates meaning with a wider range of punctuation
- begins to read longer more complex sentences
- follows most simple texts in the simple and progressive tenses (past, present and future)
- distinguishes between direct and indirect speech
- comprehends a broader range of reference items, articles, prepositions and auxiliary verbs

- comprehends a wider range of cohesive devices used for linking clauses, sentences and paragraphs in familiar contexts with more accuracy
- comprehends a broader range of additive, time, consequential and comparative conjunctions.

Vocabulary

- continues to develop a bank of common and curriculum-related vocabulary that assists them to read with more accuracy, including compound words, synonyms, antonyms, affixes, adjectives, homographs, comparatives and superlatives, verbs and adverbs
- begins to understand simple figurative language, including common similes, colloquialisms
- identifies familiar words within words
- further develops metalanguage around informational and persuasive texts.

Codes and conventions

- decodes a range of familiar words accurately, using reading strategies.

Comprehension

- reads some complex sentences, connects ideas and makes some comparisons across texts.

Fluency

- alters tone and expression according to punctuation and text use
- reads on and re-reads adjusting reading rate more accurately.

Level 7

The student consolidates understanding of an expanding range of more complex fiction and non-fiction SAE texts with more confidence.

Intercultural understandings

- identifies and discusses some traditional gender roles
- critically compares and contrasts unfamiliar cultural content in texts with the support of the teacher
- identifies common stereotypes in a story, text or film, such as villains and heroes
- identifies and understands some SAE humour in texts
- understands the use of some well-known SAE idioms in context
- confidently reads across most text types, seeking clarification as needed when texts are culturally laden and outside of their experiences
- continues to use English and/or bilingual dictionaries and consults other references to help make meaning from unfamiliar words with more independence
- code-switches confidently with same dialect speaking peers or adults when reading or discussing texts.

Linguistic features and structures

- connects and sequences ideas and most details
- easily reads and views multi-media texts containing different styles of font, text and punctuation features
- reads some complex sentences in context containing some unknown words, descriptive language and relative clauses more confidently
- follows direct and indirect speech more confidently
- has some understanding of the present perfect tense (eg 'I have stayed there.')
- follows pronoun references for people and things with confidence
- consolidates understanding of modal resources for frequency, certainty and obligation
- consolidates understanding of cohesive devices such as conjunctions, indicating time additions, comparisons and consequence
- uses knowledge of letter and word parts to help determine unfamiliar words
- uses skimming, scanning and reading for detail strategies

- locates and discusses factual information in reports and labelled diagrams, charts, maps or tables
- understands that authors, illustrators and film makers consider particular audiences and purposes.

Vocabulary

- has some understanding that different choices of vocabulary enhance meaning
- has an expanding bank of specialised or technical vocabulary, descriptive and figurative language for use across the learning areas, including:
    - homophones and homographs
    - colloquialisms, similes, common metaphors, common idioms/clichés
    - simple nominalisation (eg move to movement, high to height, happy to happiness)
- understands that word meaning can change relative to its position in a sentence.

Codes and conventions

- uses sound knowledge to read longer texts effectively
- recognises more complex consonant and vowel combinations (eg taught, beauty)
- develops some understanding of film techniques.

Comprehension

- reads and comprehends texts containing subheadings, diagrams, tables and captions
- makes some personal inferences and substantiates inferences in text discussions
- confidently participates in book discussion groups and independent reading activities
- skims and scans texts to locate information and links ideas across texts.

Fluency

- reads with confidence, appropriate expression, pauses, pronunciation, intonation and stress at a comparable pace with SAE speaking peers.

Level 8

The student competently reads and comprehends a wide range of more complex SAE texts with greater control and independence.

Intercultural understandings

- identifies the visual features of common stereotypical characters in cartoons, films and television stories
- identifies some symbolic meanings in visual texts, explaining the purposes for their use, such as the significance of colour in advertisements
- identifies the ways people or groups are presented in texts
- understands a wider range of SAE humour, idioms and colloquialism in texts
- may be able to read different handwriting and/or printed scripts
- describes and discusses the emotions and motivation of characters in books and films and compares this to own culture
- identifies timelines in SAE stories, even if they differ from those in home language narratives
- may code-switch or use the home language to confirm complex ideas and concepts.

Linguistic features and structures

- reads, views and evaluates a variety of texts, including multimedia texts for social and academic purposes in cross-curricular contexts
- refers to authors and illustrators of books, commenting on and recommending books to their peers
- uses the structure of informational texts to find particular facts, labelled diagrams, charts, maps, and tables
- follows text layout style features and common punctuation
- reads more complex grammatical structures, including direct and reported speech, conditionals, the passive voice and relative clauses
- follows texts in the simple, progressive and present perfect tenses
- understands, with greater control and independence, noun/pronoun relationships, verb/tense/time orientation, subject/verb agreement and the distinctive functions of verbs, adverbs, modal resources and cohesive devices such as conjunctions and reference items
- locates reading material for different purposes and assesses readability of a new text by sampling sections, such as looking at illustrations and diagrams and scanning for known key words
- compares the function, format and structure of texts such as picture books, simple diagrams and maps.

Vocabulary

- understands how choices of vocabulary and text structure can enhance meaning
- consolidates vocabulary by exploring specialised terminology, word groups, nominalisation, affixes, phrasal verbs and figurative language.

Codes and conventions

- uses graphophonics effectively to decode age-appropriate texts
- recognises complex consonant trigraphs (eg *sch, ear*) and quadgraphs (eg *ough, eigh*) with greater facility
- follows texts through a range of conventions, organisation and layout (eg columns across pages, paragraphs, insertion of diagrams, illustrations or photographs).

Comprehension

- more competently comprehends rhymes and poetry due to their increasing proficiency in SAE
- paraphrases and summarises texts
- uses a developing range of techniques to critically reflect on and assess SAE texts.

Fluency

- volunteers to read aloud with appropriate expression, pauses, pronunciation, intonation and stress demonstrating comprehension
- modifies intonation and stress to differentiate between questions, exclamations or dialogue when reading aloud
- demonstrates confidence with multimedia texts.

	Beginning levels		Emerging levels		Developing levels		Consolidating levels	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Level description	**The student** is new to reading and viewing in SAE and begins to attend to some simple, familiar and highly visual shared texts in context with extensive support.	**The student** begins to read and respond to simple SAE shared texts containing familiar words, short repetitive phrases and pictures with modelling and targeted support.	**The student** reads and comprehends short, basic SAE texts containing simple sentence structures in controlled contexts with ongoing support.	**The student** reads and comprehends longer, simple fiction and non-fiction SAE texts on familiar topics with some support.	**The student** reads and comprehends a narrow range of longer, more detailed, fiction and non-fiction SAE texts on unfamiliar topics with minimal support.	**The student** reads and comprehends a broader range of longer and more detailed fiction and non-fiction SAE texts on less familiar topics with minimal support.	**The student** consolidates understanding of an expanding range of more complex fiction and non-fiction SAE texts with more confidence.	**The student** competently reads and comprehends a wide range of more complex SAE texts with greater control and independence.
Intercultural understandings	begins to understand that reading is part of the school routine, relies heavily on home culture and language experiences to make meaning, understands that SAE written texts are different from home language.	begins to understand that reading and viewing practices differ between SAE and home language, begins to understand that story telling is not always oral, clarifies or discusses a picture or story in the home language.	may make assumptions and connections with texts using own world view, recognises differences between home language and SAE text layouts and recognises some emotions by characters through visuals, music or vocal expression.	makes connections with texts using own knowledge and understanding of the world, compares own experiences to those in texts.	continues to use own world view while developing understanding of other cultural perspectives to gain meaning, responds to different cultural attitudes and practices encountered in visual and written texts similar to own culture.	compares and contrasts different text types across cultures, requires more time to process and revisit new language and concepts, code-switches with same dialect speaking peers or adults when reading or discussing texts.	critically compares and contrasts unfamiliar cultural content in texts with support, identifies and understands some SAE humour in texts, code-switches confidently with same dialect speaking peers or adults when reading or discussing texts.	identifies visual features and symbolic meanings of common stereotypical characters, understands a wider range of SAE humour, idioms and colloquialisms in texts, may code-switch or use home language to confirm understanding of complex ideas and concepts.
Linguistic features and structures	passively engages with some focus and concentration in short, shared activities on a familiar topic, begins to recognise some elements of texts, learns to hold and orientate pages of a book.	imitates reading and viewing-like behaviour and begins to understand some basic conventions of print, understands that pictures can help provide meaning to words, participates more willingly and for slightly longer stretches of time in shared reading and viewing activities.	regularly joins in during modelled or shared reading and completes simple activities around class texts, reads and understands formulaic phrases and simple subject/verb/object sentences, making sense of written conventions, identifying purpose, audience and structural features of descriptions, recounts, procedures and narratives.	participates more actively in teacher-directed language experiences and guided reading, uses text organisation, purpose, audience and textual features across a range of texts, uses word recognition and chunking skills to read, associates common punctuation marks with meaning.	participates in all class and small group reading and viewing activities with less support, identifies the purpose, audience and structural features of simple reports and longer more detailed persuasive texts, associates some punctuation with meaning.	engages in some teacher-directed book discussion groups, identifies the difference between fiction and non-fiction texts through the layout, topic and specific use of language, associates meaning with a wider range of punctuation.	participates confidently in book discussion groups and independent reading activities and discusses opinions on text, recognises a range of texts and considers the author/illustrator's intention.	competently reads and comprehends a range of texts, expresses opinions about texts, makes inferences and draws comparisons across texts, understands a greater range of grammatical structures.
Vocabulary	reads own name, recognises and interprets some common classroom labels, reads a very limited range of vocabulary, draws on home language to relate to new classroom experiences.	begins to match familiar spoken English words with the written word, uses memory to sound out strategies to recognise familiar words and phrases.	draws on an emerging bank of SAE reading vocabulary including everyday nouns, verbs, adjectives and common phrases, recognises environmental print in classroom.	continues to build on high frequency and structural words, reads and understands some common and content-specific words.	consolidates a bank of reading vocabulary to include topic word families, common compound words, synonyms.	continues to develop a bank of common and curriculum-related vocabulary to read with more accuracy, begins to understand simple figurative language.	uses an expanding bank of specialised reading vocabulary to read with greater confidence, decodes using word analogy.	understands that vocabulary and text structure can enhance meaning, consolidates vocabulary by exploring specialised words.
Codes and conventions	begins to learn letter names and some associated sounds, begins to sound out two or three letter words using decoding skills.	uses some letters and sounds for reading in SAE, recognises some upper and lower case letters, distinguishes between numbers and letters.	uses punctuation and time markers to help understand what is read, identifies certain features of text types with teacher modelling.	segments and blends phonemes in an emerging bank of longer words, identifies sounds that differ from home language, recognises double consonants positioned between two syllables and more common vowel digraphs with support.	uses a range of reading strategies to attempt reading new words, identifies the complication and resolution in simple and familiar narratives.	recognises the use of various effects for multi-media texts at a basic level, makes comparisons between different text-type structures.	understands that authors, illustrators and film makers consider particular audiences and purposes.	compares the function, format and structure of texts such as picture books, simple diagrams and maps.
Comprehension	begins to match words and pictures to make meaning, draws pictures to show understanding, sequences familiar stories using three pictures.	makes simple connections between home language and SAE to clarify meaning, answers simple literal questions on familiar texts with support.	uses predicting, connecting and emerging decoding skills and repetitive structures, attempts answering simple inferential questions.	demonstrates literal comprehension of main ideas and some detail, uses reading strategies independently.	reads and understands longer, more detailed sentences and follows ideas through paragraphs and across pages, using the strategies of self-questioning, re-reading and reading on.	reads some complex sentences, connects ideas and makes some comparisons across texts, comprehends less literal, longer and more detailed SAE texts with minimal support.	infers meaning, connects ideas, skims and scans texts to locate information, links ideas across texts, decodes more confidently making comparisons with known words.	responds appropriately to three levels of questioning, summarises and paraphrases key ideas, competently uses a developing range of techniques to critically reflect on and assess SAE texts.
Fluency	reads some known letters and common labels, imitates reading through memorisation, relying on picture cues, reflecting limited understanding.	reads isolated words slowly and hesitantly, concentrating on decoding skills.	reads and understands a variety of familiar phrases and simple subject/verb/object sentences independently still focusing on decoding skills.	reads simple texts with some consistency and fluency, though may stop at unknown words.	relies less on teacher support and reads on or rereads when meaning is lost.	reads aloud altering tone and expression according to punctuation and text use.	reads aloud with more confidence, appropriate pauses, pronunciation, intonation and stress, reads some complex sentences.	volunteers to read aloud with appropriate pauses, pronunciation, intonation and stress.

Writing

		Beginning levels		Emerging levels		Developing levels		Consolidating levels	
		1	2	3	4	5	6	7	8
		Level description	Level description	Level description	Level description	Level description	Level description	Level description	Level description
Mode statement	The student draws on cultural understandings and literacy knowledge of both home language and Standard Australian English when writing with purpose in a wide range of situations.	**The student** is new to writing in SAE, uses pictures to represent ideas, experiments with the formation of SAE letters and numbers and attempts to copy environmental print with extensive support.	**The student** writes simple, explicitly taught formulaic sentences drawing on a beginning bank of vocabulary with modelling and targeted support.	**The student** begins to write own short texts about predictable ideas using simple, recognisable sentences in controlled contexts with ongoing support.	**The student** writes longer, simple texts on familiar topics, grouping similar ideas together with support.	**The student** writes a narrow range of longer, more detailed texts on unfamiliar topics, linking relevant ideas together using simple cohesive devices with less support and reliance on home language.	**The student** writes a broader range of longer, more detailed texts on newly learned topics, using a small range of cohesive devices more consistently across simple paragraphs and with minimal support.	**The student** consolidates understanding of a range of creative and informative SAE texts, using subject-specific vocabulary and some complex language structures, linking relevant ideas logically together in paragraphs with more cohesion and confidence.	**The student** competently writes a range of creative and informative SAE texts relevant to their age, using appropriate register, complex language structures and cohesion with greater control and independence.
Intercultural understandings	The student applies intercultural understandings of increasing complexity to create effective SAE written texts.	begins to understand that writing is part of the school routine, conveys a meaning and can be used to describe spoken language.	makes some sense of SAE script and classroom writing practices and how these differ from home language.	compares SAE writing structures and content with home language and recognises some differences.	understands some linguistic differences between home language and SAE including choice of vocabulary and text organisation.	writes with more understanding of task requirements and how different cultural content and specific linguistic features can be used in writing.	experiments with sentence structures and begins to make effective choices in language according to context and register.	compares and contrasts different uses of text structure and layout and has better understanding of different language choices.	demonstrates an understanding about how to better incorporate content-specific vocabulary and grammatical structures in formal written texts.
Communication	The student creates a range of SAE written texts with increasing sophistication and control as understanding of SAE linguistic structures, features and conventions develops.	uses pictures to represent ideas, experiments with the formation of SAE letters and numbers, and attempts to copy environmental print and personally relevant vocabulary with support.	begins to participate in simple, hands-on writing activities, writes familiar words and simple, explicitly taught formulaic sentences, drawing on beginning graphophonic skills and a beginning bank of general vocabulary with support.	recognises some of the purposes of different text types, participates in structured writing activities, writes simple recognisable sentences, drawing on emerging graphophonic skills and general and classroom vocabulary in controlled contexts with support.	has some understanding that audience and purpose determine text type, actively participates in less structured writing activities and produces longer but simple texts at a literal level, drawing on topic related vocabulary with some support.	shows more awareness of purpose and audience for writing tasks, actively participates in a narrow range of cross-curricular writing experiences, writes longer, more detailed and logically sequenced texts, drawing on emerging spelling skills and content-specific vocabulary with less support.	identifies purpose, audience and some degree of formality, sustains participation in a broader range of cross-curricular learning experiences, writes with less literal meaning, logically sequences ideas, uses compound sentences and a small range of cohesive devices, with minimal support.	recognises the advantages of writing for various purposes and audiences, takes a productive role in an expanding range of cross-curricular writing experiences and begins to communicate inferences through some complex language structures with more confidence.	demonstrates understanding of most relevant text types, their purposes, audiences and register, competently, participates in most cross-curricular writing experiences and uses more complex language structures and inferences with greater control and independence.
Additional language acquisition skills	The student selects from a repertoire of processes and strategies when writing in SAE, by reflecting on their understanding of the way language and SAE works.	observes others closely and relies heavily on teacher, visual and contextual support to complete simple copying, tracing and matching tasks.	begins to use environmental print, visual prompts, memory and basic sounding out strategies to complete scaffolded writing tasks.	uses early spelling strategies, patterning and basic understanding of sentence structure to complete simple, structured writing tasks.	uses basic knowledge of text layout and applies learned language structures and scaffolds to complete simple independent writing tasks.	uses developing morphological and grammatical skills and refers to dictionaries to plan, write and begin to change own work.	uses knowledge of text structures and features, classroom reference material and teacher conferencing to plan, write and re-write own work.	plans, writes and reviews own work and discusses writing with peers and teachers with more confidence.	competently uses a developing range of writing techniques to plan, write and review own work and begins to make critical and evaluative comments about writing.

Level 1

The student is new to writing in SAE, uses pictures to represent ideas, experiments with the formation of SAE letters and numbers and attempts to copy environmental print with extensive support.

Intercultural understandings

- begins to understand that writing is a part of the school routine
- may have different cultural and contextual expectations of writing due to their home backgrounds
- understands that SAE writing is a cultural practice that may be valued differently to the home culture (eg some Australian Aboriginal and African people place a high importance on oral language)
- understands that there are links between oral and written language and ideas can be written down
- may come with differing levels of proficiency in writing regardless of age due to background (eg may not be familiar with alphabet or Roman script)
- may be able to identify graphic images in the environment relevant to the home culture
- uses isolated English words, home language or gesture in an attempt to describe drawings or writing attempts
- may be able to write their name, numbers and know the alphabet in their home language.

Linguistic features and structures

- participates in shared writing activities modelled by class teacher
- draws, paints and labels own pictures with a random string of letters or single word related to a personal, school experience and/or class topic
- traces, copies and matches very familiar pictures and SAE words which are teacher modelled and supported:
  - nouns related to self/family/school – personally significant and topic-specific
  - adjectives related to size and colour
- begins to understand that letters are grouped together to form words
- becomes aware that simple sentences require a noun and/or a verb and a pronoun (eg 'I run', 'I play')
- develops awareness that simple sentences have a set SAE word order
- attempts to copy simple repetitive sentence patterns with picture support (eg 'I like', 'I can')

- copies phrases using very familiar nouns, present tense verbs and prepositions (eg *in, on, top*) to complete sentences with accompanying pictures which have been modelled, role played and supported (eg I can swim, I can jump, I can fly).

Vocabulary

- begins to use topic-related vocabulary about classroom, self and topics taught in classroom
- begins to use repetitive, teacher modelled sentence patterns using simple nouns, adjectives and verbs
- practises writing pronouns in sentences (eg *he, you, it*)
- becomes aware of basic metalanguage to discuss sounds, letters and words
- begins to use environmental print.

Spelling

- begins to write their name with some accuracy
- writes a string of random letters and numbers using kinaesthetic activities as well as pencil and paper (eg sand, play dough, chalk, interactive whiteboard activities).

Punctuation

- writes using a random combination of lower and upper case letters and full stops.

Handwriting

- begins to practise writing standard SAE letter forms
- forms some familiar upper-case and lower-case letters
- attempts to write from left to right
- begins to use spaces between letters and words
- begins to demonstrate correct pencil grip and posture
- participates in activities to promote fine motor control and pre-writing (eg scissor skills, play dough manipulation, threading, chalk on paving, makes patterns, tracing).

Level 2

The student writes simple, explicitly taught formulaic sentences drawing on a beginning bank of vocabulary with modelling and targeted support.

Intercultural understandings

- begins to make some sense of classroom writing routines, practices and how they may differ from the home language
- begins to understand that writing in SAE is a valued activity in the classroom
- understands that writing is used to record spoken messages and ideas (eg modelled writing about a language learning experience)
- begins to match home language and SAE words and structures
- begins to realise that sometimes not all sounds occur in both home language and SAE
- begins to see differences between home language and SAE syntax, script and cultural references
- may be able to write their name, numbers and know the alphabet in their home language.

Linguistic features and structures

- participates in a range of classroom writing activities (eg modelled, shared, group and independent writing, interactive white board)
- writes following language experiences/excursions (eg writes labels and captions, simple sentences to accompany pictures)
- attempts to use simple text type frameworks, using simple formulaic sentences, after modelling and practice:
  - recount – beginning, middle, end
  - simple description – using basic adjectives (eg *size*, *colour*)
  - procedure – uses some time reference markers (eg *first*, *next*, *then*)
- begins to understand that writing has a consistent message (eg recounts, descriptions)
- draws a picture and writes about a language learning experience and reads back own writing with prompting
- uses formulaic SAE language to write simple opinions (eg 'I like…', 'I don't like…')
- knows letter sounds and names through songs, rhymes, games and visual representation.

Vocabulary

- uses a bank of familiar orally developed vocabulary
- uses environmental print to complete writing frameworks
- develops awareness of metalanguage for writing (eg sounds, letters, words, sentence).

Spelling

- spells their name correctly and independently
- spells words using initial sounds, this may reflect the home language sound system
- attempts to spell some simple, high-frequency sight words (eg *I, can, like*)
- attempts to segment and spell some simple CVC words.

Punctuation

- attempts to use:
  - full stops
  - capital letters for beginning of sentences and for own home.

Handwriting

- forms recognisable upper-case and lower-case letters
- uses an appropriate starting point for writing most letters
- makes decisions about how to organise print on a page (eg where to write their name or the date)
- writes from top to bottom and left to right with prompting
- leaves spaces between words with prompting
- uses correct grip for a range of writing implements
- continues to develop fine motor skills (eg word tracing, cutting, play dough activities).

Level 3

The student begins to write own short texts about predictable ideas using simple, recognisable sentences in controlled contexts with ongoing support.

Intercultural understandings

- makes more sense of classroom writing routines and activities and participates with ongoing support
- understands that their home language and SAE have differences and similarities in vocabulary, word order and subject/verb agreement
- understands that signs in the environment can give a command (eg 'Wash hands', 'Stop')
- understands that others may write in a different script depending on the home language
- writes about own experiences and cultural beliefs requiring some clarification for the reader
- understands, to a limited extent, that SAE written texts differ from spoken texts in formality and vocabulary usage.

Linguistic features and structures

- recognises audience and purpose to some degree
- writes using familiar text-type frameworks with more detail and less support:
  - recount – using a logical sequence
  - simple description – using more descriptive adjectives (eg *noisy, short, colourful*)
  - procedure – using *first, next, then* to show sequencing
- attempts to write a simple narrative using newly introduced framework
- participates collaboratively in a range of classroom writing activities (eg greeting cards, invitations, story endings, graphic organisers, posters including symbols)
- follows the layout for basic text types
- produces simple digital texts using different fonts, colours, images and text organisation with support
- writes more detailed formulaic sentences with some original content (eg 'In the summer I go swimming.')
- attempts complex sentences using simple conjunctions to link ideas (eg *and, because*)
- writes, demonstrating some control over a range of grammar structures:
  - plurals (eg adding 's')
  - irregular past and future tense verbs (eg *make – made*, 'Tomorrow I will make Anzac biscuits.')
  - subject verb agreement (eg *he is, they are*)
  - adjectives
  - pronouns (*eg he, it, she, they*).

Vocabulary

- uses an expanding bank of general vocabulary and subject-specific language
- knows some metalanguage to talk about text types (eg description, recount, fairy tale, greeting cards).

Spelling

- spells simple CVC words
- correctly spells many high-frequency sight words in personal writing
- spells words using common blends, digraphs and some word families
- uses picture dictionaries/basic spelling tools with guidance.

Punctuation

- uses:
  - capital letters to begin a sentence and with proper nouns
  - full stops to end a sentence
  - question marks
- experiments with exclamation marks and quotation marks.

Handwriting

- writes legible and correctly formed upper and lower case letters
- leaves spaces between words with prompting
- writes words on the line
- consistently writes from top to bottom and left to right.

Editing

- edits for:
  - full stops at the end of sentences
  - capital letters at the beginning of sentences.

Level 4

The student writes longer, simple texts on familiar topics, grouping similar ideas together with support.

Intercultural understandings

- participates in classroom writing activities and routines more independently
- becomes aware of how specific vocabulary choice and text organisation supports different purposes of writing
- uses emerging understanding of the differences in text types and linguistic features between the home language and SAE to construct own texts
- is aware of differences between home language and SAE text structure and layout
- may write in home language.

Linguistic features and structures

- uses text-type frameworks and graphic organisers to plan and write recounts, information reports, procedures, narratives and early persuasive texts
- writes a range of text types for a specific purpose and audience (eg invitation, journal)
- uses environmental print, word or personal dictionaries to assist in writing
- creates digital texts using own ideas with some support
- makes decisions about how to organise print on a page, including headings and images with captions
- writes some compound sentences using conjunctions to link basic ideas
- writes a series of simple paragraphs producing longer texts including a topic sentence, sequencing, conjunctions to link simple ideas and a concluding paragraph
- attempts the correct tense to suit the text type
- uses a range of grammar structures when writing, demonstrating some control of:
  - plural forms for nouns including irregular (eg *tooth, teeth*)
  - verbs (regular and irregular)
  - subject/verb agreement (eg 'I saw', 'They are')
  - personal pronouns
  - simple contractions.

Vocabulary

- uses an increasing bank of subject-specific vocabulary to make writing more detailed and interesting
- uses some metalanguage when discussing persuasive language (eg modals – *must, should, have to*).

Spelling

- correctly spells a growing bank of sight words
- begins to apply simple spelling rules.

Punctuation

- uses full stops, question marks, exclamation marks with greater consistency
- uses commas to separate words in a list.

Handwriting

- writes clear, legible and correctly formed letters with more uniformity in size and alignment
- consistently writes from top to bottom and left to right
- leaves spaces between words.

Editing

- edits sentences for common punctuation (eg capital letters, full stops and commas)
- begins to edit for spelling, with support and modelling
- edits for verb tense agreement and paragraphing with teacher conferencing
- attempts to re-read own writing to check for meaning and clarity.

Level 5

The student writes a narrow range of longer, more detailed texts on unfamiliar topics, linking relevant ideas together using simple cohesive devices, with less support and reliance on home language.

Intercultural understandings

- understands different conventions for writing texts (eg recipe, storybook, letter)
- understands that other languages may differ in structure from SAE
- uses the home language and SAE to construct own texts (eg Aboriginal English speaking students may identify that particular SAE verbs and prepositions are used differently (eg 'You bin go that place?' compared with 'Did you go to the new playground?')
- may transfer cultural knowledge of various text types into SAE writing (eg narratives from different cultures may be organised in a cyclical pattern rather than sequentially)
- discusses more complex ideas in their writing in the home language with peers
- demonstrates less reliance on the home language for clarification of writing tasks.

Linguistic features and structures

- writes longer, more detailed and logically sequenced texts considering the purpose and audience across a range of text types
- is developing a more formal written register
- uses teacher modelling, collaborative construction of texts and provision of vocabulary to support writing
- uses a wider range of text structures and features with varying sentence starters
- uses compound and complex sentences more consistently
- uses subject/verb agreement with more consistency
- begins to use simple cohesive devices for linking clauses and sentences
- develops understanding of paragraph structures
- uses articles, personal pronouns, possessives and subject and time reference items more consistently
- uses a narrow range of contractions, including negative forms
- uses a developing range of quantifiers and prepositions with more consistency
- uses simple additive, time and consequential conjunctions in own writing with more consistency

- writes in the first and third person
- develops use of correct tense.

Vocabulary

- uses a developing bank of high-frequency words and descriptive language, subject-specific language, topic word groups, compound words, adjectives, adverbs, synonyms, antonyms and verb groups
- uses a narrow range of technical words (eg classifications of plants, animals, resources, affixes, homophones, comparatives and superlatives)
- continues to use environmental print and dictionaries.

Spelling

- draws on emerging spelling skills and content-specific vocabulary with minimal support
- applies developing phoneme/grapheme knowledge and simple spelling rules with more consistency
- uses syllabification to support spelling application
- begins to identify homophones
- identifies small words within bigger words
- continues to build on knowledge of high-frequency sight words for spelling application.

Punctuation

- uses a developing range of punctuation including apostrophes and quotation marks for dialogue.

Editing

- edits sentences for:
    - capital letters, full stops and commas
    - correct spelling of high-frequency and topic-related words
    - verb tenses
    - paragraphing, with teacher conferencing and modelling.

Level 6

The student writes a broader range of longer, more detailed texts on newly learned topics, using a small range of cohesive devices more consistently across simple paragraphs, with minimal support.

Intercultural understandings

- discusses to varying degree differences between text structures and features of home language and SAE writing
- is more aware of different SAE linguistic structures for various text types
- demonstrates less reliance on the home language for clarification of writing tasks
- demonstrates a developing awareness of the differences between the sound/symbol systems of the home language and SAE.
- begins to identify subtleties in vocabulary where there are multiple meanings (eg 'I'm going to <u>see</u> the doctor.'and 'I can <u>see</u> the dog.')
- begins to use language to infer simple meanings (eg to infer a 'mean dog' the student may write 'The large dog has sharp pointy teeth.') These inferences may have deeper cultural meaning for some students.

Linguistic features and structures

- plans and writes a broad range of text types with clear models
- recognises that text types have different purposes and audiences and that it affects the register
- sequences ideas logically, more accurately reflecting the various text types
- uses a small range of cohesive devices for linking clauses in lengthy texts
- writes compound sentences with more accuracy
- continues to use repetition as a strategy to create a desired effect such as emphasis
- uses the correct tense with more consistency
- chooses appropriate phrases of time and place at the beginning of recounts, narrative and description of events
- develops a greater range of sentence starters
- begins to use simple conditionals, adverbial and adjectival clauses
- begins to use the passive voice in structured learning activities
- uses reference items, contractions, conjunctions and prepositions, plurals and quantifiers with relative ease

- uses common modal resources for frequency, obligation and certainty
- continues to require contextual support before and during writing activities relying on teacher to build the learning context of unfamiliar topics
- uses teacher modelling, collaborative construction of texts and provision of vocabulary to assist in writing longer texts on unfamiliar topics.

Vocabulary

- uses a broad range of words including:
  - synonyms, homonyms, adjectives and adverbs
  - subject-specific and technical words
- continues to refer to environmental print, class charts to support writing.

Spelling

- spells familiar words accurately and with more consistency
- spells based on developing graphophonic knowledge, syllabification and basic spelling rules.

Punctuation

- uses appropriate punctuation more consistently (eg contractions and quotation marks for dialogue).

Editing

- engages in student/teacher conferencing
- edits work for meaning and accuracy more independently
- re-writes by deleting or adding words to clarify meaning.

Level 7

The student consolidates understanding of a range of creative and informative SAE texts, using subject-specific vocabulary and some complex language structures, linking relevant ideas logically together in paragraphs with more cohesion and confidence.

Intercultural understandings

- considers audiences when writing a particular text by choosing specific vocabulary, sentence structures and topics
- identifies subtleties in language with more confidence but may need clarification
- continues to expand knowledge of the differences between the home language and SAE features and pragmatics, which can be transferred into writing
- begins to better understand common homophones, homographs and similes
- may use cultural references or implications in writing that may not be easily explained in SAE (eg spirits)
- understands the differences between the sound/symbol systems of the home language and SAE, more confidently.

Linguistic features and structures

- writes across a range text types using SAE formatting to suit each text type across the curriculum
- writes with understanding of purpose and audience to communicate experiences, feelings and learned information using an appropriate text type
- continues to copy some texts and vocabulary which are subject-specific, such as for early reports
- uses a wider range of cohesive devices for linking clauses, sentences and simple paragraphs more confidently
- uses the correct simple or continuous tense with common irregular verbs
- attempts the perfect tenses confidently
- uses some complex sentences with adverbial and adjectival clauses
- uses conditionals and demonstrates the relationship of time or subtle intention
- begins to use simple direct speech, some reported speech and thought
- uses an expanding range of reference items, contractions, prepositions, cohesive devices indicating time, additions, comparisons or consequence more effectively

- uses modal resources for frequency, certainty or obligation more effectively
- writes with inferred meaning and links relevant ideas together.

Vocabulary

- consolidates vocabulary by exploring affixes and parts of word groups and phrases that can be altered
- uses and understands metalanguage concerning sentence and text structure, across a range of fiction and non-fiction text types
- attempts to use similes, if explicitly taught.

Spelling

- consolidates phoneme-grapheme knowledge and spells a wider range of new or more complex vocabulary
- attempts multi-syllabic words
- builds on knowledge of homophones
- identifies some common homographs
- continues to build on knowledge of spelling rules.

Punctuation

- consolidates more complex punctuation features (eg apostrophes, exclamation marks and speech marks for direct speech).

Editing

- shows increased initiative in referring to dictionaries for clarification
- proofreads for most spelling errors, but may have difficulty identifying errors in complex or unfamiliar words and requires support to identify more efficient wording and writing effects
- self corrects syntax by re-reading and asking if their writing sounds right
- engages in writing conferences with peers, adults and home language support staff.

Level 8

The student competently writes a range of creative and informative SAE texts relevant to their age, using appropriate register, complex language structures and cohesion with greater control and independence.

Intercultural understandings

- selects from a range of writing techniques to engage the audience
- is able to create mood in text using a variety of writing devices and techniques
- discusses sequences of events in writing with awareness of effect
- compares the appropriateness of colloquial and non-colloquial language (eg 'cool' with 'good')
- discusses ideas and cultural differences before, during and after writing
- incorporates a variety of words and concepts from other cultures to add character and authenticity to SAE narrative writing
- code-switches effectively appropriate to age level.

Linguistic features and structures

- writes texts in a range of cross-curricula contexts, understanding purpose and audience, appropriate to their year level
- participates in cross-curricula writing experiences competently
- has greater control over grammatical items appropriate for particular text types
- has greater control over writing with inferred meaning, considering the audience, purpose and register
- sequences ideas logically, discussing ideas before, during and after writing
- uses more complex sentences with adverbial and adjectival clauses
- uses cohesive devices for linking clauses, sentences and paragraphs effectively
- uses the:
  - simple, progressive and perfect tenses
  - conditionals
  - direct and reported speech
  - passive voice, with greater control
- uses a wider variety of story starters.

Vocabulary

- expands specialised and descriptive vocabulary for a range of purposes and audiences across a range of text types
- uses dictionaries and thesauri independently and competently
- builds on knowledge of similes.

Spelling

- spells most age-appropriate words and makes good approximations using knowledge of spelling rules competently
- writes some difficult multi-syllabic words
- has more developed phonological awareness and phonic skills and uses these with confidence.

Punctuation

- uses punctuation appropriate to the text type and their age competently
- demonstrates some conventions for separating ideas or sections in a text more consistently.

Editing

- plans competently, writes and reviews own work
- knows that writing can be planned, reviewed and changed
- revises drafts and adds or deletes ideas, changes word order or choice of words
- proofreads for spelling and grammatical errors, with greater accuracy
- discusses writing more critically by considering to some extent content, word choice, grammatical items and text structure.

EAL/D Progress Map — Early childhood — Observation guide — Writing

	Beginning levels		Emerging levels		Developing levels		Consolidating levels	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Level description	**The student** is new to writing in SAE, uses pictures to represent ideas, experiments with the formation of SAE letters and numbers and attempts to copy environmental print with extensive support.	**The student** writes simple, explicitly taught formulaic sentences drawing on a beginning bank of vocabulary with modelling and targeted support.	**The student** begins to write own short texts about predictable ideas using simple, recognisable sentences in controlled contexts with ongoing support.	**The student** writes longer, simple texts on familiar topics, grouping similar ideas together with support.	**The student** writes a narrow range of longer, more detailed texts on unfamiliar topics, linking relevant ideas together using simple cohesive devices with less support and reliance on home language.	**The student** writes a broader range of longer, more detailed texts on newly learned topics, using a small range of cohesive devices more consistently across simple paragraphs, with minimal support.	**The student** consolidates understanding of a range of creative and informative SAE texts, using subject-specific vocabulary and some complex language structures, linking relevant ideas logically together in paragraphs with more cohesion and confidence.	**The student** competently writes a range of creative and informative SAE texts relevant to their age, using appropriate register, complex language structures and cohesion with greater control and independence.
Intercultural under-standings	begins to understand that writing is part of the school routine, uses isolated SAE words, home language or gesture to describe drawings or writing attempts.	makes some sense of the SAE script and classroom writing practices, recognising differences with home language, understands that writing is used to record spoken messages and ideas.	recognises that SAE and home language have differences and similarities in layout and structure, attempts to express ideas, recognising associated SAE vocabulary and text purpose.	understands differences between home language and SAE text structure and layout, how specific vocabulary choice and text organisation supports different purposes of writing.	understands different conventions for writing texts (eg recipe, storybook, letter), understands writing tasks with less reliance for clarification on home language.	is more aware of different SAE linguistic structures for various text types, completes writing tasks with more independence.	makes appropriate choices on specific vocabulary, sentence structures and topics to suit audience, compares and contrasts different uses of text structures and layouts.	selects from a range of writing techniques to engage the audience, discusses ideas and cultural differences before, during and after writing.
Linguistic features and structures	labels owns pictures with a random string of letters or numbers, understands that drawing and writing are different.	begins to participate in simple, hands-on writing activities, writes familiar words and simple explicitly taught formulaic phrases, attempts to write simple recounts, descriptions and procedures supported by text type frameworks.	writes short descriptions and simple procedures and recounts on familiar experiences with support, using modelled and practised text type frameworks, demonstrates some control over grammar structures.	has some understanding that audience and purpose determine text type, actively participates in less structured writing activities and produces longer but simple texts at a literal level, uses scaffolding, basic knowledge of text layout and applies learned language structures.	writes a narrow range of longer, more detailed descriptions, recounts, procedures, narratives, reports and persuasive texts on unfamiliar topics, writes with literal intention and links relevant ideas together, using simple cohesive devices more independently.	writes a broader range of creative and informative texts considering layout, topic and specific use of language, begins to write with inferred meaning and sequences ideas in a logical way reflecting the text type, identifies purpose, audience and some degree of formality.	writes descriptions, recounts, procedures, narratives, reports and persuasive texts more confidently, writes with inferred meaning and links relevant ideas together with more cohesion, begins to communicate inferences through some complex language structures with more confidence.	writes competently a range of SAE texts across the curriculum with greater control over inferred meaning, considers audience, purpose and register, in relation to text types.
Vocabulary	begins to use key topic related vocabulary, practises writing pronouns, becomes aware of basic metalanguage to discuss sounds, letters and words.	uses a bank of familiar vocabulary and develops an awareness of metalanguage.	uses an expanding bank of general vocabulary from subject-specific language, knows some metalanguage to talk about text types.	uses an increasing bank of subject-specific vocabulary for detail, uses some metalanguage when discussing persuasive language.	develops knowledge of descriptive language, subject-specific vocabulary, compound words, adjectives, adverbs, synonyms, antonyms and verb groups.	uses a broad range of words including synonyms, homonyms, adjectives, adverbs and subject-specific and technical words.	uses metalanguage to discuss sentence and text structures, across a range of text types, begins to use similes if explicitly taught.	expands specialised and descriptive vocabulary for a range of purposes and audiences across a range of text types.
Spelling	begins to write own name with some accuracy, forms a string of random letters and numbers using kinaesthetic activities as well as pencil and paper.	spells words phonetically, using some key sounds which may reflect the home language sound system.	spells words phonetically representing most sounds and common letter patterns correctly, spells many high-frequency sight words in personal writing, uses simple dictionaries.	correctly spells a growing bank of sight words, begins to apply simple spelling rules.	draws on emerging spelling skills and content-specific vocabulary with less support, uses syllabification, recognises homophones.	spells familiar words accurately, uses developing knowledge of graphophonics to spell less familiar words.	consolidates phoneme/grapheme knowledge to spell a wide range of words.	spells most age-appropriate words and makes good approximations using knowledge of spelling rules competently, writes some difficult multi-syllabic words.
Punctuation	writes using a random combination of lower and upper case letters and full stops, with extensive teacher support.	attempts to use capital letters for beginning of sentences and own name and full stops.	uses full stops and capital letters and experiments with exclamation marks and question marks.	uses full stops, question marks, exclamation marks with greater consistency.	uses a developing range of punctuation, including apostrophes and quotation marks for dialogue.	uses appropriate punctuation such as contractions and quotation marks for dialogue more consistently.	consolidates the use of more complex punctuation such as apostrophes, speech and exclamation marks.	uses competently a range of age-appropriate punctuation to suit the text type.
Handwriting	begins to practise writing standard SAE letter forms with some recognisable letter cases and directionality with support, begins to understand concept of spaces between letters and words, begins to demonstrate correct pencil grip and posture.	forms recognisable letters, uses an appropriate starting point for writing consistently, makes decisions about how to organise print on a page, writes from top to bottom and left to right leaving spaces between the words with prompting, uses correct grip.	writes clear legible and correctly formed letters that are uniform in size, leaves spaces between words with prompting, writes words on the line, consistently writes from top to bottom and left to right.	writes clearly legible and correctly formed letters with more uniformity in size and alignment.				
Editing			edits for full stops at the end of sentences, capital letters at the beginning of sentences.	edits sentences for common punctuation, begins to edit spelling with teacher modelling and support.	edits sentences for basic punctuation, spelling of high-frequency and topic-related words, verb tenses and paragraphing, with teacher conferencing and modelling.	uses classroom reference material and teacher conferencing to plan, write and edit own work with minimal support.	plans with more confidence, writing and reviewing own work using dictionaries for clarification, engages in writing conferences with peers, adults and home language staff.	plans competently, writing and reviewing own work, making critical and evaluative comments.

Aboriginal English	a rule-governed dialect spoken by Aboriginal people across Australia. Aboriginal English shares many linguistic features with English and has distinct cultural conceptualisations shared with Aboriginal languages. Variations of Aboriginal English, mainly in stress, intonation and vocabulary, are common across Australia
Aboriginal languages	250 known Aboriginal languages used across Australia before British colonisation. Today many Aboriginal languages are being revived
auxiliary verb	a verb that accompanies the main verb of a clause (eg *be, have, do* – 'I am writing', 'She has written', 'Did you write that?')
bidialectal	being able to speak, read and/or write in two dialects of the same language
bilingual	being able to speak, read and/or write in two different languages
circumlocution	using more words than necessary to describe one thing or concept (eg 'That thing that is used to drive your car' – for 'wheel')
code-mixing	using two or more languages within one context, hybridising language (eg 'I'll have a coffee, s'il vous plait' – *'please' in French*)
code-switching	being able to switch from one language/dialect to another to suit the situation, audience and context
colloquialism	expression that uses familiar or informal language rather than formal language context (eg 'I wasn't born yesterday.')
comparative	word or suffix involving the comparison of two items (eg *more beautiful than, closer than*)
complex sentence	a sentence with an independent clause and one or more dependent clauses; connected by a conjunction (eg *because, since, after, although*) or a relative pronoun (eg *that, who, which*) (eg 'The telephone rang as I was walking out of the room.')
conjunction	word that joins sentences, phrases or clauses. A conjunction signals the logical relationship between the two joined components (eg *and* [additive]; *but* [contrastive]).
content word/s	word that provides the main content meaning in a text (eg *pollution*)
context-reduced	where there is a lack of direct connections to a real-life situation for the student. A context-reduced learning activity has minimal physical, visual or other teaching aids to help students make meaning
coordinating conjunction	joins two independent clauses (eg *and, but, for, nor, or, so, yet*)
creole	term used by linguists to describe a pidgin which has become the first language of a community
critical literacy	analysis and questioning of texts to outline values and beliefs embedded in text(s) in order to position the reader

dialect	a variety of language which reflects important social, cultural and cognitive idiosyncrasies of its speakers; like SAE, non-standard dialects, such as Aboriginal English, have their own rules governing word usage, pronunciation, forms, meaning, sentence structure and pragmatics
exploratory talk	'thinking aloud' to clarify and explore thought processes
field	refers to the topic or subject matter in a text
graphophonics	relationship between sounds and symbols within written words
home language	the language spoken at home. This could include a dialect, a language or any combination of languages spoken at home
idiom	phrase that cannot be taken literally; unlike a metaphor which can be worked out by its relationship with something else, an idiom must be learned (eg 'My dog croaked.' = 'My dog died'. or 'It was a piece of cake.' meaning 'It was easy.')
implied meaning	implicit or suggested meaning which is not stated directly
interlanguage	term used to describe the temporary mixing of a student's first language with the target language which occurs in the process of additional language learning (eg 'Me come now.')
interlocutor	someone who takes part in a conversation
kinesics	term which describes non-verbal communication such as facial expression and body gesture (eg a smile or a frown each of which communicates meaning)
Kriol	the creole based on English used by many Aboriginal people in the northern parts of Western Australia and the Northern Territory which incorporates English words, and words and grammatical features from Aboriginal languages (eg object marking)
language	a human system of communication whether oral, written and/or signed
lexical item	word, vocabulary item
literal meaning	word-for-word meaning (not an idiom or metaphor)
metalanguage	words and phrases used to talk about conventions and use of language (eg *sentence, clause, cohesive device*)
modal verbs	verbs used to describe a degree of probability, ability, obligation and advice, permission or refer ro a habit
mode	channel of communication which can be either spoken or written (eg *speaking, listening, reading/viewing, writing*)
morphology	describes how words are formed (eg *hope-less-ness, mis-understand*)

multi-modal text	a text combining to or more modes of communication (image and spoken text; film and voice-over)
nominalisation	the use of a noun phrase instead of a verbal construction or subordinate clause (eg *invent/invention, construct/construction*)
non-standard dialect	a dialect that has not been standardised through the production of dictionaries and grammar books
orthography	written method of language - including spelling, capitalisation and punctuation rules
paralinguistics	term that refers to all aspects of communication that do not involve words (eg body language, variations in pitch and loudness such as intonation [at the sentence level] and stress [at the word level])
phoneme	smallest unit of speech that can be used to change a word into another word (eg *sounds /c/ and /m/ in 'cat' and 'mat' are two different phonemes*)
phrasal verb	consist of verb + adverb (eg 'to call something off' – 'to cancel') or verb + preposition (eg 'to chip in' – 'to help')
pidgin	temporary and simplified code of communication which develops when speakers of different languages come together to interact with each other
pragmatics	how language is used in communication, in particular, the relationship between an utterance and its context – understanding someone requires more than just knowing the meanings of the words and grammar used; it requires an understanding of how language is used depending on different social and cultural contexts
prefix	word or morpheme placed in front of another word to add to or change its meaning (eg <u>over</u>come, <u>mis</u>communication, <u>un</u>usual)
preposition	word denoting position (eg *under, between*)
pronoun	word used to replace a noun or noun phrase, including personal pronouns (eg *I, you, he,*(reference item) *she, it, we, they*); possessive pronouns (eg *my, your, his, her, its, our, their*) and relative pronouns (eg *who, whom*)
prosodics	relates to the non-verbal aspects of spoken language (eg variation in syllable length, loudness, pauses, pitch and the choice of pitch level of speech sounds) – this feature in SAE can be seen in the rise in pitch and stress at the end of a clause or sentence which may traditionally be associated with a questioning intonation (eg 'The other day?')
proverb	short, popular saying particular to language groups which conveys a moralistic message (eg 'Birds of a feather flock together.' – meaning that people who think alike tend to spend time with people just like them)
realia	objects from real life
schema	organisational or conceptual patterns in the mind that develop from experience and are subsequently imposed on the interpretation of

reality

semantics	study of the meanings attached to words and sentences
sentence	group of words or clauses that usually contains a finite verb
silent period	time during which some additional language/dialect students do not communicate verbally – this occurs before they begin to speak in the target language
Standard Australian English	the Australian English standardised through the Macquarie dictionary and grammar books, applied in formal settings and academia
standard dialects	standard dialects of English include Australian, American and British Standard Englishes
structural word	word that establishes grammatical relationships (eg article, conjunction, preposition, pronoun, auxiliary verb)
subordinating/conjunction	joins a dependent clause and a main clause
suffix	morpheme added to the end of a word to add or change its meaning and/or word class (eg *demonstrate* [verb] – *demonstration* [noun])
superlative	word involving comparison of more than two items, to the highest degree or quality (eg the best, the smartest, the most intelligent)
synonym	word which has a similar meaning to another word (eg *fast/quick*)
syntax	ways in which words are combined to form grammatical sentences
tag question	short question used at the end of statements to confirm that something is accurate or not to seek a reply from the listener (eg 'He is happy, isn't he?')
tense	part of the verb group that reflects the time (eg the past, present or future) – can be indicated by a suffix (eg *call* [present] → *called* [past] → *calling* [progressive]) or realised with a change in the form of the verb (eg *eat* → *ate; sleep* → *slept)* or in the auxiliary verb (eg *will* eat; *did go*; has *bought*)
text connective	word or phrase that connects sentences or paragraphs, and signals a rhetorical function (eg explaining – *namely, for example;* ordering – *firstly;* adding – *moreover;* contrasting – *on the other hand;* causing – *as a result, because;* affecting – *consequently;* concluding – *hence, finally*)
text type	type of text with a particular purpose and structure, often referred to as a genre (eg discussion, report)
three cueing systems	graphophonics, syntax, semantics
two-way	equal recognition and sharing of two ways of interpreting knowledge and experience, usually as expressed by Aboriginal and non-Aboriginal speakers but can be applied to speakers of any two different linguistic and cultural backgrounds

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