

ESL Scales



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INTRODUCTION

The States, Territories and the Commonwealth have, since 1989, worked together on a major national educational initiative to produce statements and profiles in eight broad areas of learning:

The arts	English
Health and physical education	Languages other than English
Mathematics	Science
Studies of society and environment	Technology

The Australian Education Council (AEC), made up of the education ministers of the States, Territories and Commonwealth, commissioned the work.

Statements provide a common framework for curriculum development in each area of learning. They define the area, outline its essential elements, show what is distinctive about it and describe a sequence for developing knowledge and skills.

Statements provide an account of the strands and bands of each learning area. Strands are groupings of understandings of a learning area's content, process and concepts. Bands are the broad stages in a sequence for developing knowledge, understandings and skills in a learning area. Each statement has four bands. Generally, Bands A and B will be covered in primary schooling, C in secondary school to year 10 and D in the post-compulsory years.

Profiles describe the progression of learning typically achieved by students during the compulsory years of schooling (Years 1–10) in each of the areas of learning. Their purpose is twofold: to help teaching and learning and to provide a framework for reporting student achievement. Profiles are divided into strands, usually the same as those in the statement, and into eight levels of achievement.

Profiles and statements are linked. The profiles show the typical progression in achieving learning outcomes, while statements are a framework of what might be taught to achieve these outcomes. As a supplement to the eight profiles, the Curriculum and Assessment Committee (CURASS) of the Australian Education Council decided in 1992 to develop a set of scales to record the progress of students learning English as a second language (ESL). The term 'scales' is used therefore to distinguish the work from 'profiles', used to describe achievement in the learning areas.

Purpose

The *ESL scales* have been developed in order to:

- provide a set of benchmarks against which the full range of ESL learners' achievements in English may be set
- develop a shared language among teachers of ESL learners in specialist and generalist contexts
- assist teachers throughout Australia in making consistent formative and summative judgements about ESL learners' achievements
- enhance students' access to the eight key learning areas
- help in identifying ESL learners' achievements and needs to assist program and curriculum development.

The *ESL scales* have also been developed as a supplement to the eight profiles developed nationally. They are designed to guide educators in the development of English language proficiency of students from non-English-speaking backgrounds (NESB) in schools, to help improve teaching and learning in the classroom and to enable better educational decision-making.

In 1992, two projects were in progress to develop scales in English as a second language. These were called ESL Development: Language and Literacy in Schools, a project by the National Languages and Literacy Institute of Australia (NLLIA), and the Victorian ESL Profiles Project, developed by the Victorian Directorate of School Education. The CURASS project brief for the *ESL scales* directed writers to use materials from both projects within the format of the national curriculum profiles—that is, using levels, outcomes and pointers, strands and organisers. The *ESL scales* therefore incorporate material from both projects.

Both projects were influenced by Bachman's framework of communicative ability (Bachman, L, 1990, *Fundamental considerations in language teaching*, Oxford University Press, Oxford; Bachman, L, 1991, "What does language testing have to offer?", *TESOL Quarterly* 25, pp 671–704), as well as by research on second language acquisition and curriculum taxonomies and by other scales and educational materials developed for ESL in Australia and elsewhere.

The Australian Council for Educational Research (ACER) developed and implemented validation procedures for the draft national ESL scales. State and national interest groups were consulted and national trials of the draft led to state and national reports. Refinements indicated by these processes were incorporated into the draft.

ESL learners

ESL students are those who have language backgrounds other than English and who are learning English as their second or additional language at school. They include:

- Students with minimal or no exposure to English, whether born overseas or in Australia to parents with language backgrounds other than English, beginning school.
- Students with no previous formal schooling in any country beginning school.
- Students with severely interrupted educational backgrounds beginning school.
- Students starting school in Australia with schooling equivalent to that their chronological peers have had in English.
- Students with disrupted education in one or more countries returning to Australia.
- Aboriginal and Torres Strait Islanders learning English as their second or additional language at school.

ESL students are in the process of becoming bilingual or multilingual users of English. They enter the school system with language skills and cultural and cognitive abilities, bringing to the task of learning a range of linguistic and cultural resources that contribute to their English language and content learning.

Research indicates that students' levels of language and literacy competence in their first language influence their rate of second language learning, possibly their ultimate levels of attainment in the language and the success with which they perform cognitively demanding literacy tasks in the second language. The development of a student's first language is thus not only of value to the student's identity and community but also to the student's education.

ESL at the school level

ESL education aims to assist students whose first language is not English to become competent enough in English to take an effective part in mainstream Australian social and educational activities. In this way, it aims to improve both the educational opportunities and outcomes and the participation in Australian society of these students.

These broad aims are realised through a number of specific aims:

- To develop students' ability to function effectively in English in a wide range of social and learning contexts at school.
- To develop students' skills in listening, speaking, reading and writing in English, and to ensure that these skills are linked to all curriculum areas.
- To facilitate students' continuing conceptual development while they have minimal use and understanding of English.
- To build on students' linguistic and cultural identities in order to foster their confidence and motivation.
- To assist in developing programs with multicultural perspectives across all curriculum areas.

The school context

ESL learning at school is a multifaceted process. It involves:

- learning a new language and understanding a new culture
- learning to socialise in the new language and new culture
- learning to draw upon the cognitive and linguistic resources of the new learning environment
- learning to operate at increasing levels of cognitive and linguistic sophistication within the new language.

The time it takes for an ESL student to learn English varies according to a range of factors, such as previous educational experience, motivation, personality, language aptitude and age on going to school.

Research confirms teacher observations of a basic pattern of ESL learning whereby students achieve relatively quick mastery over conversational uses of English but often need from five to seven years before their competence in English enables them to perform academic tasks equivalent to those of their English-speaking age-grade peers.

Competence in ESL

ESL achievement at school requires development in English across three major dimensions of language competence dealing with the modes of language: listening, speaking, reading and writing.

1. Pragmatic competence

Pragmatic competence in English involves the ability to use language appropriately and acceptably according to particular purposes, audiences and situations. It focuses on the relationship between the language users and their communicative context. It draws on knowledge and skills in relation to cultural and linguistic awareness and the functions of language use.

2. Organisational competence

Organisational competence in language involves the ability to control correctly and coherently the formal structures of language. It focuses on the relationship between language and its expressed meanings. It draws on grammatical knowledge and skills, vocabulary, the graphophonic systems of language and the construction of complete spoken or written texts.

3. Strategic competence

Strategic competence in language involves the ability to assess, respond to and negotiate meanings as part of a dynamic process of language use. It focuses on language users and their language reception and production processes within the constraints of a communicative context.

It includes the knowledge and skills needed to plan and use language in a communicative situation.

ESL learners need opportunities to develop all three dimensions of language competence throughout the school curriculum.

The *ESL scales*

Rationale

The *ESL scales* have been developed on the basis of four assumptions:

1. That the acquisition of English is a precondition for successful schooling in Australia for students whose first language is not English.
2. That the English language starting point for ESL learners is different from that of students from English-speaking backgrounds.
3. That ESL learners' points of entry to Australian schools differ from those of Australian-born students from English-speaking backgrounds.

ESL learners enter school at any year of schooling and not only at the prep/kindergarten/reception level. ESL learners' entrance to school is typically their starting point in English. Valid judgements about the language learning of ESL students require reporting on students that reflects degrees of achievement in lower levels of English language proficiency at the higher levels of schooling.

4. That ESL students' patterns of development in listening, speaking, reading and writing differ significantly from those of students from English backgrounds.

These patterns of ESL development vary most in the earlier stages of language acquisition and often persist in adolescent learners as characteristics of their English language development. ESL development follows an identifiable progression, reflected in the learning of school-age ESL students. Learners' interlanguage therefore needs to be seen as a stage in the continuum of second language acquisition rather than as a deficit form of English. This highlights the need for procedures that acknowledge growth points in English language peculiar to ESL learning.

The structure of the *ESL scales*: strands, organisers

The strands

The *ESL scales* adopt the language modes as strands and these form the basic structure of the document.

The strands are:

- Oral Interaction (listening and speaking)
- Reading and Responding
- Writing.

The highest levels in each strand reflect the achievement ESL students require for successful independent learning in English in secondary school. Level 1 of each strand represents beginning knowledge of English for students with no experience of English.

Level 1 of both the Reading and Responding and the Writing strands assumes that students have already begun to learn to read and write in another language.

The document assumes that ESL students will receive teacher support in all activities. This support will include scaffolding of conversation, patterning writing structures and providing adapted texts.

The Oral Interaction strand

The ability to interact successfully in the new language involves comprehension as well as production. In Oral Interaction, the skills of listening and speaking have been integrated into a single strand. Strand pointers have been identified as 'receptive' and 'communicative', assisting identification of those pointers that teachers may prefer to identify as 'listening' or 'speaking'. Pointers concerning 'viewing' will be found throughout the strands.

No assumptions about student proficiency in the first language have been made in the Oral Interaction strand.

The Reading and Responding strand

This strand focuses on the development of reading in English and responding to reading. It encompasses the ability to understand what is read and to read both silently and aloud.

The strand signposts the development of students' English reading skills from their initial meeting with written texts without the support of oral English skills to their engagement with a range of texts reflecting the development of English skills in the other language modes.

At the early levels, the term 'read' includes pre-reading skills and strategies such as reciting texts learnt by heart and role-playing reading. It is assumed that texts read at each level will be at the students' level of understanding as well as at their level of reading skill. Students will interact with a wide range of written texts in a variety of contexts for a variety of purposes and respond to those texts through speaking, writing or by non-verbal means.

Text is defined here as a spoken, written or visual communication. Oral texts include conversations and songs. Written texts include labels, letters and stories. Visual texts include posters, cartoons and advertisements. A text may be considered from the point of view of its structure and its function. A full understanding of a text is often impossible without reference to its context.

The Writing strand

The Writing strand focuses on writing in English. It includes the development of the skills of encoding English into written form, and the skills of composing and presenting written texts. At the early levels, the term 'write' includes other forms of graphic communication such as drawing and sketching.

The strand signposts the development of students' writing skills in English from their initial contact with the writing system without the support of oral English skills to the composition of a range of texts reflecting the development of English skills in the other language modes.

The Beginning Reading and Responding and Beginning Writing scales

The Reading and Responding and the Writing strands are accompanied by Beginning Reading and Responding and Beginning Writing scales. To ensure they provide for all ESL learners with beginning literacy needs, the beginning scales cater for learners of English beginning school in Australia at any age and who are not yet literate in any language to the level expected at that age.

As well as being beginners in English, these students may also be older students new to literacy who, because of disrupted educational backgrounds, have not developed basic concepts in reading and writing in their first language.

The beginning scales describe the initial understandings about reading and writing in English needed by students of any age at the start of their literacy learning. Older students may already have some of the basic understandings documented by the scales. The beginning strands converge with the main strands.

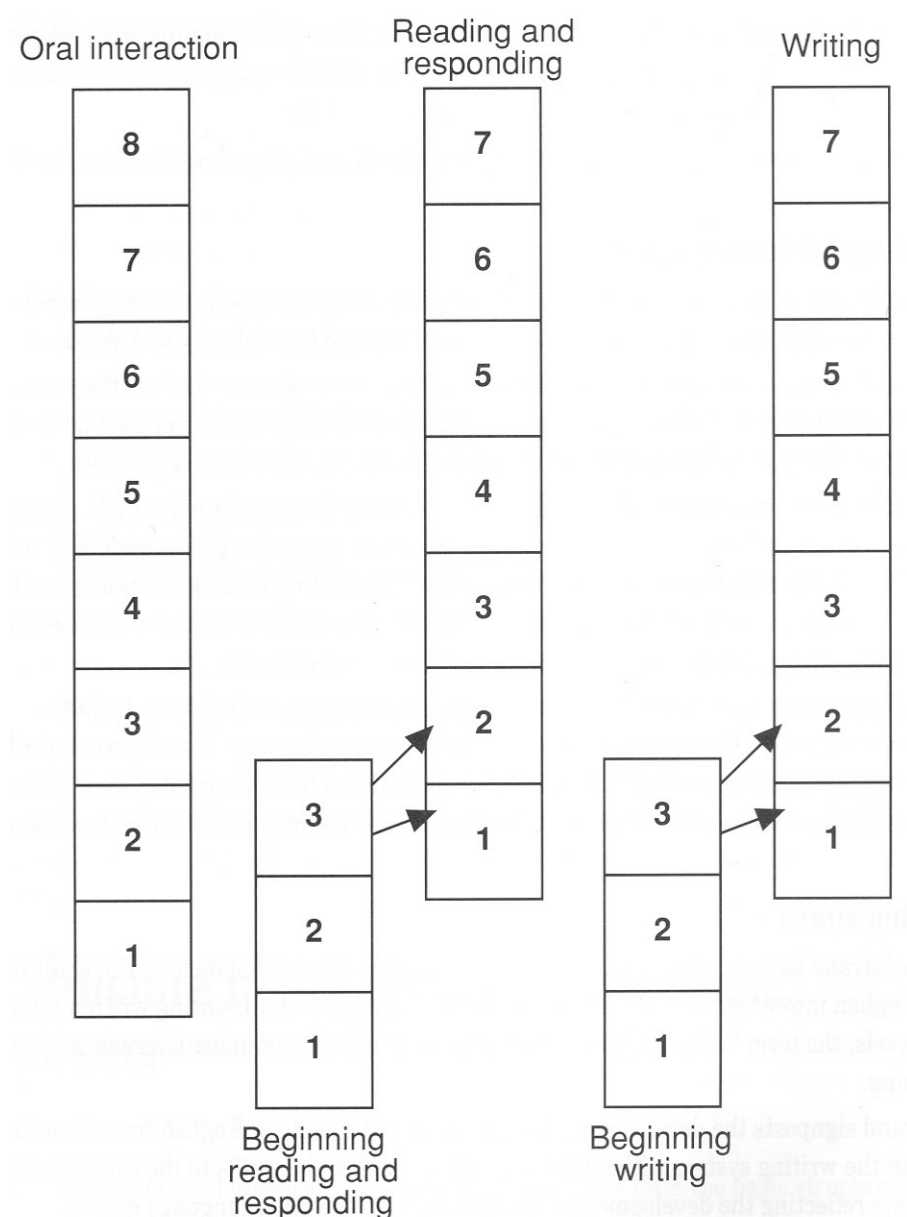


Figure 1: Relationship between the beginning and main strands

The strand organisers

Outcomes and pointers for each strand of the *ESL scales* are organised under four headings:

- Communication
- Language and cultural understanding
- Language structures and features
- Strategies.

The organisers are interdependent, reflecting the dimensions of language competence outlined earlier.

The organisers are related to the strands called Texts and Language in *A statement on English for Australian schools* (1994, Curriculum Corporation, Carlton, Vic.) and can be referenced to the organisers in the *English — a curriculum profile for Australian schools* (1994, Curriculum Corporation, Carlton, Vic.).

A detailed description follows:

1. Communication

How the student interacts with the English-speaking environment and communicates in the new code of English.

This strand organiser reflects the two major aspects of ESL learners' communicative competence at school:

- English communication for social and cultural participation
- English communication for learning.

These aspects are also the basis for the sequencing of the pointers.

ESL learners demonstrate their communicative competence in each of these dimensions in terms of:

- the language-based activities in which they can participate
- the language functions or operations they can perform
- the language skills they can employ.

2. Language and cultural understanding

What the student understands about the situational and sociocultural contexts that affect the way English is used and interpreted.

This strand organiser focuses on the understanding, knowledge and awareness of aspects of language and culture that ESL learners typically demonstrate through English at each level of their English language development.

The strand organiser deals with the understandings based on language and culture that influence the comprehension and creation of English. These understandings encompass:

- The intentions and effects of an act of communication—that is, understanding how spoken and written English is realised through linguistic choices for particular purposes and audiences by means of particular communicative strategies.
- Different sociocultural contexts and perspectives—that is, understanding how values, attitudes and world views are conveyed and created through spoken and written language.

3. Language structures and features

The linguistic structures and features the student uses to create and comprehend texts.

This strand organiser focuses on the English language forms typically used in ESL learners' spoken or written communication. It incorporates characteristic aspects of the learner's English language in terms of:

- discourse structures such as texts or elements of language relating to texts
- discourse features such as grammar, vocabulary, morphemes and aspects of the sound and writing systems.

4. Strategies

How the student goes about operating in English and acquiring English.

This strand organiser focuses on strategies students use to communicate in English and to learn English. It focuses on:

- Operating strategies: tactics and approaches for participating in, sustaining, planning, managing and refining communication.
- Acquisition strategies: approaches and techniques students use to enhance their learning of English, including social, affective, cognitive and metacognitive strategies.

Figure 1 shows the number of levels within each of the strands and accompanying Beginner Scales.

The format of the ESL scales: levels, outcomes, pointers

Level statements

Through the level statements in each of the strands, the *ESL scales* describe a continuum of skills and knowledge. They give a holistic description of student performance at each level within the scales, summarising the outcomes and giving a sense of a student's achievement at that level. Level statements provide teachers with a broad description of a student's performance and a way into using the scales.

The levels of the *ESL scales* in each strand apply across both primary and secondary school. Each strand's highest levels represent language and literacy outcomes in the secondary school only, however. These levels would therefore not normally be used for primary school students.

Outcome statements

Outcome statements are given for each organiser at every level. They are the building blocks of the scale, reflecting the distinctive and essential elements of knowledge and skills in ESL.

Outcome statements are based on observable student behaviour. They describe the progression of knowledge, skills, and conceptual understandings that students typically acquire as they become more proficient in English. The statements are amenable to a variety of assessment approaches and are arranged so that teachers can easily consult the outcomes above and below any outcome to identify the level of student achievement.

The scales assume that the particular nature and order of outcomes will apply to all ESL learners regardless of age, grade and language and literacy background. Differences between learners will be reflected in their rate of attainment of outcomes and the outcome levels they ultimately attain.

Pointers

Pointers indicate or signal the achievement of an outcome. They show the teacher what to look for in deciding whether an outcome has been achieved, illustrating an outcome's meaning by giving examples of typical behaviours that demonstrate its achievement. Pointers help develop a rich and detailed descriptive account of individual students' achievements by indicating some of the many ways students show achievement of outcomes. They are not a checklist of required achievements, however.

Teachers could develop additional pointers to further describe student achievement within their teaching and learning contexts.

Language examples

The language examples given in the pointers are of interlanguage and are not necessarily 'correct' English. Examples of spoken and written English throughout the document are authentic samples from student texts chosen to give an idea of the English structures and vocabulary typical at various stages of development.

The relationship of the ESL scales with profiles in the key learning areas

The *ESL scales* relate to the English profile and both describe proficiency in the medium of access to other learning areas. In particular, the *ESL scales* are designed to heighten awareness of English, how it is used, how it develops and how ESL students may be assisted to develop cognitively, linguistically and affectively in it.

The *ESL scales* describe the progressive achievement of ESL students in English as a second or additional language and reflect the importance of English in all learning areas. Through charting the linguistic development of students in school, the scales provide a bridge to the English profile and a supplement to the profiles in other subject areas. A knowledge of the *ESL scales* supports all learning areas and enables those involved in education to cater more effectively for students whose first language is not English.

A major consideration in the development of the *ESL scales* has been the need to ensure the access of ESL learners to outcomes in the eight profiles by setting out a clear learning progression based on the distinct starting, entry and staging points of ESL students.

The two models that follow present hypothesised relationships of the *ESL scales* to the English profile.

Using the ESL scales

ESL teachers are intuitively aware of their students' ESL development. The *ESL scales* provide a bank of reporting language expressing a shared understanding of the likely paths of ESL achievement. Placing an ESL student on the scales should not be seen simply as giving student development a 'number' or level. The *ESL scales* have levels to make the material easier to use. Levels do not embody finite stages of development. Students may well be at different levels across and within the strands and organisers of the scale.

Deciding on a student's level of Oral interaction, Reading or Writing in English requires teachers to make an 'on balance' judgement by relating their observations and records about the student over a period to a number of pointers in each of the organisers. In doing this, both the Communication and Language structures and features organisers are particularly important in deciding the student's level.

Unlike profiles, the *ESL scales* do not have eight levels in each strand. Understandably, Level 1 in Oral interaction does not equate with Level 1 in the other two strands. While there is likely to be a correlation across strands for some ESL learners, others may have developed a degree of proficiency in some strands but not in others, depending on their previous experience of English.

Reporting to others

ESL teachers reporting to other ESL teachers familiar with the scale may be able to use shorthand descriptions from the level or outcome statements, knowing that their colleagues are aware of the underlying language development embodied in these descriptions. Reporting to teachers who are not used to working with the *ESL scales* may require using both the pointers and the outcome statements to give an adequate description of a student.

	Communication	Language and cultural understanding	Language structures and features	Strategies	Outcomes
LEVEL 1	1.1 Communicates verbally and non-verbally in simple social and classroom situations, taking cues from immediate context and using gesture, isolated words or well-known formulae. <i>see page 32</i>	1.2 Draws on knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and non-verbal exchanges. <i>see page 32</i>	1.3 Shows understanding of some familiar simplified spoken English supported by immediate context and uses a few simple formulae or isolated words. <i>see page 32</i>	1.4 Attends to spoken English and attempts communication, relying on non-verbal and very limited verbal resources. <i>see page 32</i>	ORAL INTERACTION
LEVEL 2	2.1 Communicates verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and uses learnt formulae, well-rehearsed patterns and short, simple utterances. <i>see page 37</i>	2.2 Tunes in to the sounds of English and shows understanding of when to use available English acceptably. <i>see page 37</i>	2.3 Shows some understanding of simplified English in familiar, controlled exchanges, and uses simple formulae or short telegraphic utterances. <i>see page 37</i>	2.4 Uses some basic communication and learning strategies to participate in everyday and class routines. <i>see page 37</i>	
LEVEL 3	3.1 Communicates and learns through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English. <i>see page 43</i>	3.2 Demonstrates awareness of aspects of spoken English necessary for communicating and learning at school. <i>see page 43</i>	3.3 Responds to controlled spoken English in familiar exchanges and manipulates learned structures and features to make original utterances characterised by simplified language and varying grammatical accuracy. <i>see page 43</i>	3.4 Engages in, elicits and practises English to extend oral repertoire. <i>see page 43</i>	
LEVEL 4	4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech. <i>see page 49</i>	4.2 Demonstrates awareness of basic register requirements of spoken English in familiar formal and informal situations. <i>see page 49</i>	4.3 Responds to spoken English appropriately in predictable situations, and adapts available English repertoire to make expanded utterances. <i>see page 49</i>	4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English. <i>see page 49</i>	
LEVEL 5	5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech. <i>see page 55</i>	5.2 Considers how interpersonal and cultural contexts affect communication in English. <i>see page 55</i>	5.3 Shows understanding of spoken English, cueing in to key organisational and language features and demonstrating control over a basic oral repertoire. <i>see page 55</i>	5.4 Uses knowledge of oral and written English to sustain and monitor spoken English. <i>see page 55</i>	
LEVEL 6	6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources. <i>see page 61</i>	6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners. <i>see page 61</i>	6.3 Interprets and creates spoken texts in ways that show a developing control over subject-specific registers. <i>see page 61</i>	6.4 Uses planning and reflection to improve range, fluency and accuracy of oral language. <i>see page 61</i>	
LEVEL 7	7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. <i>see page 66</i>	7.2 Identifies and incorporates some non-literal language and some key cultural references in speech. <i>see page 66</i>	7.3 Interprets and creates coherent spoken texts with some control and flexibility over key organisational and language features. <i>see page 66</i>	7.4 Monitors spoken English for relevance and accuracy to link ideas across spoken texts. <i>see page 66</i>	
LEVEL 8	8.1 Communicates effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity. <i>see page 71</i>	8.2 Shows understanding of how values, perspectives and feelings are expressed through spoken English and reflects that awareness in own language. <i>see page 71</i>	8.3 Interprets complex spoken English used for a range of purposes and creates spoken texts that demonstrate some clarity, cohesiveness and versatility of expression. <i>see page 71</i>	8.4 Monitors language patterns and communicative techniques in speech to enhance and sustain communication. <i>see page 71</i>	

	Communication	Language and cultural understanding	Language structures and features	Strategies	Outcomes
LEVEL B1	B1.1 Shows an interest in gaining and sharing meaning from simple visual and written texts in structured reading activities. <i>see page 20</i>	B 1.2 Shows knowledge that print and writing transmit and record messages and stories between people. <i>see page 20</i>	B1.3 Handles a book appropriately, showing some awareness of conventions of book and print organisation. <i>see page 20</i>	B1.4 Interacts with texts, focusing on visual support to gain meaning. <i>see page 20</i>	BEGINNING READING AND RESPONDING
LEVEL B2	B2. 1 Gains and shares meaning from symbols, writing and simple texts read aloud. <i>see page 24</i>	B2.2 Shows understanding that print encodes meaning and that written texts have a structure. <i>see page 24</i>	B2.3 Recognises basic features of print, showing some understanding that print conveys consistent meanings through symbols and conventions. <i>see page 24</i>	B2.4 Models own 'reading' on the shared reading of others. <i>see page 24</i>	
LEVEL B3	B3.1 Reads well-known texts, drawing on developing knowledge of English, and responds to simple texts read aloud. <i>see page 28</i>	B3.2 Identifies texts written for different purposes, relating them to own knowledge and interests. <i>see page 28</i>	B3.3 Reads familiar and some simple unfamiliar texts using knowledge of English sound/symbol relationships and knowledge of basic punctuation. <i>see page 28</i>	B3.4 Focuses on the literal meaning of the text, applying knowledge of reading in English to new texts. <i>see page 28</i>	

	Communication	Language and cultural understanding	Language structures and features	Strategies	Outcomes
LEVEL 1	1.5 Gains and shares meaning from hearing and reading short simple texts in structured reading activities. <i>see page 33</i>	1.6 Brings previous experiences in reading to reading tasks in English. <i>see page 33</i>	1.7 Reads simple texts, using a small repertoire of sight words and knowledge of basic sound/symbol relationships. <i>see page 33</i>	1.8 Relies on code-breaking strategies, structured reading activities and illustrations to gain meaning from texts. <i>see page 33</i>	
LEVEL 2	2.5 Reads with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts. <i>see page 39</i>	2.6 Shows understanding of the differences between narrative and expository texts which relate to own knowledge or experience. <i>see page 39</i>	2.7 Reads texts using knowledge of basic conventions of print, a developing sight and oral vocabulary and a developing knowledge of structures of English. <i>see page 39</i>	2.8 Uses support from modelled language, knowledge of English and reading, and other resources to read in English. <i>see page 39</i>	
LEVEL 3	3.5 Reads with understanding and learns from controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. <i>see page 45</i>	3.6 Demonstrates awareness that English texts may be organised in different forms and that written English differs from spoken English. <i>see page 45</i>	3.7 Reads and understands simple texts, cueing into basic text organisation and features of Strategies <i>see page 45</i>	3.8 Uses knowledge of basic English vocabulary, structure and sound/symbol cues to make sense of unfamiliar texts. <i>see page 45</i>	
LEVEL 4	4.5 Reads for a range of purposes and identifies main ideas and specific information in simple texts. <i>see page 51</i>	4.6 Relates own culture, knowledge and experience to information in the text. <i>see page 51</i>	4.7 Interprets simple texts, recognising key words connecting ideas and the organisation of information in a text. <i>see page 51</i>	4.8 Coordinates a number of strategies to facilitate reading. <i>see page 51</i>	
LEVEL 5	5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes. <i>see page 57</i>	5.6 Demonstrates awareness of how information is organised and presented in English texts. <i>see page 57</i>	5.7 Interprets texts, cueing into key organisational and language features. <i>see page 57</i>	5.8 Applies basic text access strategies to enhance comprehension and learning. <i>see page 57</i>	
LEVEL 6	6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level. <i>see page 62</i>	6.6 Relates a text's format, structure and choice of language to its purpose. <i>see page 62</i>	6.7 Interprets complex language used for a range of purposes. <i>see page 62</i>	6.8 Selects reading strategies appropriate to the nature of text and task. <i>see page 62</i>	
LEVEL 7	7.5 Evaluates a given text with reference to its validity and quality, justifying own reading of text in relation to the readings of others. <i>see page 67</i>	7.6 Considers how the reader interacts with the text to construct its meaning. <i>see page 67</i>	7.7 Appraises texts, relating own response to analysis of language use and features. <i>see page 67</i>	7.8 Uses a repertoire of strategies to access and interpret texts and to monitor own reading. <i>see page 67</i>	

	Communication	Language and cultural understanding	Language structures and features	Strategies	Outcomes
LEVEL B1	B1.5 Communicates messages through symbols, drawings or attempts at writing. <i>see page 21</i>	B1.6 Shows awareness that speech can be written down and that the meaning of written messages remains constant. <i>see page 21</i>	B 1.7 Engages in writing, showing awareness of some basic writing conventions. <i>see page 21</i>	B1.8 Experiments with drawing and writing to produce or reproduce symbols and letters. <i>see page 21</i>	BEGINNING WRITING
LEVEL B2	B2.5 Communicates ideas, events and experiences through drawings, copied writing or attempts at own writing. <i>see page 25</i>	B2.6 Demonstrates some awareness that written texts are presented according to conventions. <i>see page 25</i>	B2.7 Engages in writing simple texts using some copied or formulaic language and some basic writing conventions. <i>see page 25</i>	B2.8 Uses some basic strategies to convey information in writing. <i>see page 25</i>	
LEVEL B3	B3.5 Communicates ideas, events and experiences through simple texts based on familiar spoken and written language. <i>see page 29</i>	B3.6 Relates the purpose of a text to its familiar form and some of its conventional features. <i>see page 29</i>	B3.7 Writes several coherently linked sentences using basic structures and well-known vocabulary. <i>see page 29</i>	B3.8 Uses a number of basic strategies to produce and check written work. <i>see page 29</i>	

	Communication	Language and cultural understanding	Language structures and features	Strategies	Outcomes
LEVEL 1	1.9 Communicates simple messages for classroom purposes using copied texts and well-rehearsed language and drawing on prior knowledge of writing. <i>see page 34</i>	1.10 Draws on prior knowledge of writing, demonstrating understanding that the purpose of writing is to communicate messages. <i>see page 34</i>	1.11 Writes and copies simple short texts, showing some knowledge of basic conventions of written English. <i>see page 34</i>	1.12 Uses a range of basic strategies to compensate for a limited knowledge of English and of writing in English. <i>see page 34</i>	WRITING
LEVEL 2	2.9 Communicates ideas, events and experiences using limited repertoire of spoken and written English. <i>see page 40</i>	2.10 Demonstrates awareness of particular ways that information is presented in written English. <i>see page 40</i>	2.11 Writes simple coherent texts using basic sentence structures that incorporate features of learned oral and written English. <i>see page 40</i>	2.12 Uses a variety of basic writing strategies to create a coherent text. <i>see page 40</i>	
LEVEL 3	3.9 Communicates on a number of familiar topics through writing simple creative and informational texts in response to classroom demands. <i>see page 46</i>	3.10 Demonstrates awareness of common formats required of class texts. <i>see page 46</i>	3.11 Writes a variety of simple cohesive texts, demonstrating a developing use of simple language and structures. <i>see page 46</i>	3.12 Draws on knowledge of the writing process to plan, write and redraft texts. <i>see page 46</i>	
LEVEL 4	4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. <i>see page 52</i>	4.10 Demonstrates an awareness of how effective writing is tailored to the requirements of the topic and the needs of the reader. <i>see page 52</i>	4.11 Writes a variety of texts, demonstrating some overall cohesion and coherence. <i>see page 52</i>	4.12 Makes use of discussion and reflection to enhance the writing process. <i>see page 52</i>	
LEVEL 5	5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom. <i>see page 58</i>	5.10 Adjusts the form of writing to intended contexts, purposes and audiences. <i>see page 58</i>	5.11 Writes a number of coherent texts, demonstrating some flexibility and control over key organisational and language features. <i>see page 58</i>	5.12 Focuses on planning and editing writing to improve its range and expression. <i>see page 58</i>	
LEVEL 6	6.9 Communicates on a range of topics, marshalling ideas through a variety of well-known text types. <i>see page 63</i>	6.10 Takes some account in writing that readers react to written texts according to their experiences and interests. <i>see page 63</i>	6.11 Writes a variety of coherent texts characterised by a cohesive and flexible use of language. <i>see page 63</i>	6.12 Plans and revises writing to enhance its fluency, accuracy and readability. <i>see page 63</i>	
LEVEL 7	7.9 Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum. <i>see page 68</i>	7.10 Adapts different aspects of writing to take account of context, purpose and reader. <i>see page 68</i>	7.11 Writes a number of complex texts characterised by a personal style showing consistent control over textual features. <i>see page 68</i>	7.12 Plans, revises and refines writing to enhance its overall impact. <i>see page 68</i>	

Statement

Beginning Reading and Responding

Students at beginning level one show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge that print and writing transmit and record messages and stories between people. They handle books appropriately, conveying their awareness of some conventions of book and print organisation. They interact with texts, focusing on visual support to gain meaning.

Beginning Writing

Students at beginning level one communicate messages through symbols, drawings and attempts at writing, showing awareness that speech can be written down and that the meanings of written messages remain constant. They write, showing awareness of some basic writing conventions, and they experiment with drawing and writing to produce or reproduce, symbols and letters.

Table of outcomes – Beginning Level One

	Communication	Language and cultural understanding	Language structures and features	Strategies
BEGINNING READING AND RESPONDING	B1.1 Shows an interest in gaining and sharing meaning from simple visual and written texts in structured reading activities. <i>see page 20</i>	B1.2 Shows knowledge that print and writing transmit and record messages and stories between people. <i>see page 20</i>	B1.3 Handles a book appropriately, showing some awareness of conventions of book and print organisation. <i>see page 20</i>	B1.4 Interacts with texts, focusing on visual support to gain meaning. <i>see page 20</i>
BEGINNING WRITING	B1.5 Communicates messages through symbols, drawings or attempts at writing. <i>see page 21</i>	B1.6 Shows awareness that speech can be written down and that the meaning of written messages remains constant. <i>see page 21</i>	B1.7 Engages in writing, showing awareness of some basic writing conventions. <i>see page 21</i>	B1.8 Experiments with drawing and writing to produce or reproduce symbols and letters. <i>see page 21</i>

LEVEL B1 Beginning Reading and Responding

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level B1, a student</i>	<i>At level B1, a student</i>	<i>At level B1, a student</i>	<i>At level B1, a student</i>
B1.1 Shows an interest in gaining and sharing meaning from simple visual and written texts in structured reading activities.	B1.2 Shows knowledge that print and writing transmit and record messages and stories between people.	B1.3 Handles a book appropriately, showing some awareness of conventions of book and print organisation.	B1.4 Interacts with texts, focusing on visual support to gain meaning.
<i>Evident when students, for example:</i> - Show interest in looking at books, focusing mostly on the illustrations. - Retell a story in the first language (while looking at a favourite book). - Respond to a story read aloud, supported by illustrations, intonation and repetition. - Share favourite illustrations with others. - Gain simple information from illustrations ('How many aeroplanes can you see?'). - Recognise own name when written.	<i>Evident when students, for example:</i> - Expect that a book or piece of writing will tell a story or give information. - Expect a consistent message from print (indicate when the ending of a well-known story read aloud varies from the original). - Know that others can read a book or a piece of writing even if they themselves can't (ask someone to read something). - Show enjoyment of a simple story by reacting appropriately (laughing, choosing the same story to take home).	<i>Evident when students, for example:</i> - Find the start and the end of a book. - Hold book the right way up and turn pages one at a time. - Turn pages from left to right. - Recognise writing when it occurs in different contexts (in a book, on a poster or a list). - Know that books have a cover and a title. - Distinguish between text and illustration.	<i>Evident when students, for example:</i> - Demonstrate reading-like behaviour (look at books in own time, retell a story to others). - Focus on and join in group or individual reading (by sitting at desk, by repeating key words and phrases with class). - Concentrate during a reading activity. - Choose known books to 'read'. - When 'reading' a book, derive understanding of the sequence of events by focusing on the illustrations.

LEVEL B1 Beginning Writing

Communication

Language and cultural understanding

Language structures and features

Strategies

At level B1, a student

B1.5 Communicates messages through symbols, drawings or attempts at writing.

Evident when students, for example:

- Use drawings to relate events, experiences and stories (My family, My house, Coming to Australia).
- Talk about own writing or drawing.
- Share drawings and writing with teacher or peers.
- Copy letters or words or use symbols to communicate a message.
- Copy their own names (to label their belongings).

At level B1, a student

B1.6 Shows awareness that speech can be written down and that the meaning of written messages remains constant.

Evident when students, for example:

- Show awareness that writing can be read and re-read (ask for something to be read, ask for something to be written).
- Show awareness of the difference between picture and print or writing (by asking for labels for drawings).
- Attribute meaning to copied symbols or words.
- Draw pictures that reveal basic story form (a beginning, a sequence, an ending).

At level B1, a student

B1.7 Engages in writing, showing awareness of some basic writing conventions.

Evident when students, for example:

- Copy text, writing from left to right across the page.
- Copy text, writing from the top to the bottom of the page.
- Mix writing and drawing in a text.
- Write identifiable letters or approximations of letters.
- Leave spaces between groups of letters or symbols.

At level B1, a student

B1.8 Experiments with drawing and writing to produce or reproduce symbols and letters.

Evident when students, for example:

- Demonstrate writing-like behaviour (write or draw when others write or draw).
- Hold writing implements in a suitable grip.
- Use different writing implements (crayon, felt-tipped pens, pencils).
- Watch others write.
- Copy what the teacher or other students write.
- Draw pictures to communicate ideas.
- Copy words, labels, sentences, signs, lists or pictures from the immediate environment.
- Ask for something to be read or written.

Statement

Beginning Reading and Responding

Students at beginning level two gain and share meaning from symbols, writing and from simple texts read aloud, showing understanding that print encodes meaning and that written texts have a structure. They recognise the basic features of print, show some understanding that print transmits consistent meanings through symbols and conventions and model their own 'reading' on the shared reading of others.

Beginning Writing

Students at beginning level two communicate ideas, events and experiences through drawings, copied writing or attempts at own writing, displaying some awareness that written texts are presented according to certain conventions. They write simple texts using some copied or formulaic language and some basic writing conventions and use some basic strategies to convey information in writing.

Table of outcomes – Beginning Level Two

	Communication	Language and cultural understanding	Language structures and features	Strategies
BEGINNING READING AND RESPONDING	B2.1 Gains and shares meaning from symbols, writing and simple texts read aloud. <i>see page 24</i>	B2.2 Shows understanding that print encodes meaning and that written texts have a structure. <i>see page 24</i>	B2.3 Recognises basic features of print, showing some understanding that print conveys consistent meanings through symbols and conventions. <i>see page 24</i>	B2.4 Models own 'reading' on the shared reading of others. <i>see page 24</i>
BEGINNING WRITING	B2.5 Communicates ideas, events and experiences through drawings, copied writing or attempts at own writing. <i>see page 25</i>	B2.6 Demonstrates some awareness that written texts are presented according to conventions. <i>see page 25</i>	B2.7 Engages in writing simple texts using some copied or formulaic language and some basic writing conventions. <i>see page 25</i>	B2.8 Uses some basic strategies to convey information in writing. <i>see page 25</i>

LEVEL B2 Beginning Reading and Responding

Communication

At level B2, a student

B2.1 Gains and shares meaning from symbols, writing and simple texts read aloud.

Evident when students, for example:

- Join in with shared reading activities (group readings of well-known books).
- Complete simple activities around class texts (dramatise a story, paint or draw characters from a story).
- Show a personal response to a text (role-play, draw a picture, show enjoyment).
- Talk simply and give simple opinions about well-known books and stories ('I like that story').
- Assign a message to own writing, or own writing scribed by another.
- 'Read' short, learnt texts (a rhyme, song, repetitive texts).
- Sequence a simple story or a process using pictures.
- Read some environmental print (recognise words, logos, signs, letters, numbers on posters or advertisements).
- Read some very familiar words in different contexts (recognise friend's name on worksheets, belongings).

Language and cultural understanding

At level B2, a student

B2.2 Shows understanding that print encodes meaning and that written texts have a structure.

Evident when students, for example:

- Show awareness that texts, stories and illustrations, and classroom writing are created by people to share a message.
- Recognise the beginning and end of a story from the structure and layout of a book or from formulaic openings and closings.
- Show an awareness of environmental print (ask the teacher to read a sign).
- Show understanding of some common signs and logos (STOP signs).

Language structures and features

At level B2, a student

B2.3 Recognises basic features of print, showing some understanding that print conveys consistent meanings through symbols and conventions.

Evident when students, for example:

- Distinguish Roman from non-Roman script.
- Show awareness that reading in English proceeds from left to right and from the top to the bottom of the page (follow text with finger when read to).
- Show awareness that words are separated by spaces (by pointing to words).
- Recognise the difference between letters and numbers.
- Recognise some common words or phrases from charts, books and posters.
- Match some familiar spoken words with written words.
- Relate some letters to the sounds they commonly make (initial letter of own name).
- Recognise and name some letters of the alphabet.

Strategies

At level B2, a student

B2.4 Models own 'reading' on the shared reading of others.

Evident when students, for example:

- Model intonation on the teacher's intonation when 'reading' a well-known text.
- Listen for key words in a shared reading passage (the names of the characters).
- Focus on intonation, repetition and illustrations to gain meaning in shared reading.
- 'Read' with or slightly after the teacher.
- Use memory of familiar text to 'read'.

LEVEL B2 Beginning Writing

Communication

At level B2, a student

B2.5 Communicates ideas, events and experiences through drawings, copied writing or attempts at own writing.

Evident when students, for example:

- Contribute ideas, words or sentences to a class or group shared story.
- Draw pictures that relate to a continuing activity or retell a simple story.
- Draw to illustrate a simple text (for a shared book).
- Choose to write or draw for a particular audience (for teacher, parent, friend).
- Choose a topic to write or draw about.
- Combine writing and drawing to create a text about a topic.
- Write or copy well-known words or short texts ('This my house').
- Complete simple repetitive modelled sentences ('I come from...').
- Label an illustration.
- Write own name.
- Re-read own writing.

Language and cultural understanding

At level B2, a student

B2.6 Demonstrates some awareness that written texts are presented according to conventions.

Evident when students, for example:

- Show awareness that English writing consists of words formed by letters.
- Use the terms writing and drawing appropriately.
- Expect words to have consistent spelling (copy spelling carefully).
- Identify common letters in different words consistently (point to all the t's in a sentence).
- Copy a short text correctly.
- Size writing appropriately for tasks and contexts (size of paper, size of lines, amount of text).
- Choose implements and papers for a number of writing tasks (choose felt-tipped pens for a greeting card, paint for a sign, pens for classwork).
- Take particular care with handwriting or drawing for special purposes (published story, birthday card, shared writing activities).

Language structures and features

At level B2, a student

B2.7 Engages in writing simple texts using some copied or formulaic language and some basic writing conventions.

Evident when students, for example:

- Copy words, phrases or sentences accurately ('Today is Monday').
- Write phrases or sentences using familiar oral language ('go to school', 'go home', 'come from').
- Label drawings of everyday personal activities using language learnt in the classroom ('live here', 'play', 'study').
- Leave suitable spacing between copied or written words.
- Demonstrate awareness that certain letters represent certain sounds (represent words by using initial letter such as b for book).
- Consistently write the same letters or numbers the same way.
- Write using symbols, letters and numbers appropriately in context.
- Mix upper and lower case letters in writing ('BaBy', 'Look').

Strategies

At level B2, a student

B2.8 Uses some basic strategies to convey information in writing.

Evident when students, for example:

- Use illustrations to provide more detail about own writing.
- Use words copied from various sources in writing (labels, signs, instructions).
- Use a preferred hand for writing and drawing.
- Dictate sentences about a drawing or an experience for others to scribe.
- Imitate pronunciation, intonation and stress when reading their own writing with the teacher.
- Practise writing words or sentences.
- Practise writing English letter forms.
- Check copied writing for accuracy.
- Ask for the English word or phrase for something and how to write it in English.
- Copy sentences and paragraphs from texts regarded as good models.

Statement

Beginning Reading and Responding

Students at beginning level three read with understanding well-known texts, drawing on their developing knowledge of English. They respond to simple texts read aloud, identifying texts written for different purposes and relating them to their own knowledge and interests. They use their knowledge of English sound/symbol relationships and basic punctuation to read familiar and some unfamiliar texts, and focus on the literal meaning of the text, applying their knowledge about reading in English to new texts.

Beginning Writing

Students at beginning level three communicate ideas, events and experiences through simple texts based on familiar spoken and written language, relating the purpose of a text to its familiar form and some of its conventional features. They write several coherently linked sentences, using basic structures and well-known vocabulary, and using a number of basic strategies to produce and check their written work.

Table of outcomes – Beginning Level Three

	Communication	Language and cultural understanding	Language structures and features	Strategies
BEGINNING READING AND RESPONDING	B3.1 Reads well-known texts, drawing on developing knowledge of English, and responds to simple texts read aloud. <i>see page 28</i>	B3.2 Identifies texts written for different purposes, relating them to own knowledge and interests. <i>see page 28</i>	B3.3 Reads familiar and some simple unfamiliar texts using knowledge of English sound/symbol relationships and knowledge of basic punctuation. <i>see page 28</i>	B3.4 Focuses on the literal meaning of the text, applying knowledge of reading in English to new texts. <i>see page 28</i>
BEGINNING WRITING	B3.5 Communicates ideas, events and experiences through simple texts based on familiar spoken and written language. <i>see page 29</i>	B3.6 Relates the purpose of a text to its familiar form and some of its conventional features. Language structures and features <i>see page 29</i>	B3.7 Writes several coherently linked sentences using basic structures and well-known vocabulary. <i>see page 29</i>	B3.8 Uses a number of basic strategies to produce and check written work. <i>see page 29</i>

LEVEL B3 Beginning Reading and Responding

Communication

Language and cultural understanding

Language structures and features

Strategies

At level B3, a student

B3.1 Reads well-known texts, drawing on developing knowledge of English, and responds to simple texts read aloud.

Evident when students, for example:

- Respond to new texts (read along with repetitive sections, predict what may happen in a story).
- Retell simple stories read in class.
- Identify features that have personal appeal (fantasy elements, favourite characters, favourite words and phrases).
- Read back the same way consistently their own writing or own simple sentences scribed by another.
- 'Read' a well-known story with appropriate pauses and intonation.
- Ask questions and talk about stories read in class (Who does what and why).
- Obtain information from simple graphs and diagrams (indicate how many boys and girls are in the class from a bar graph).
- Read well-known texts in context (daily date and weather sentences).
- Read some isolated words from a well-known text, from own writing or from a scribed sentence.
- Read well-known words in new contexts (from the blackboard, from a chart).

At level B3, a student

B3.2 Identifies texts written for different purposes, relating them to own knowledge and interests.

Evident when students, for example:

- Ask for stories, rhymes, books to be read.
- Identify simple texts as factual or fictional (on the basis of layout, style, content).
- Relate something learned from a text to own experience (by commenting: 'like my house in my country'; by identifying with the characters in a story: 'I can do that...').
- Choose suitable and interesting books to read.
- Choose a card for a special occasion.

At level B3, a student

B3.3 Reads familiar and some simple unfamiliar texts using knowledge of English sound/symbol relationships and knowledge of basic punctuation.

Evident when students, for example:

- Know that full stops and question marks break up text (pause at full stops and question marks when reading a well-known text).
- Match a range of familiar spoken words with written words.
- Read frequently heard phrases fluently using sight vocabulary (and then, once upon a time, and he said).
- Recognise the difference between upper and lower case letters.
- Recognise some common syllables occurring within words (in, on).

At level B3, a student

B3.4 Focuses on the literal meaning of the text, applying knowledge of reading in English to new texts.

Evident when students, for example:

- Track under words with finger when reading or when others read.
- Subvocalise when reading silently.
- Use knowledge of letters and sounds to attempt to read a new word or find key words in a text (st station; st stop).
- Ask for a new text to be read aloud, and model own reading or retelling on the example.
- Choose suitable and interesting books by looking at covers and illustrations.
- Re-read well-known, repetitive books and texts.
- Find words in lists, books and charts to use in own writing.
- Sound out unfamiliar words while reading.
- Draw upon oral repertoire to anticipate words or phrases in the text.

LEVEL B3 Beginning Writing

Communication

Language and cultural understanding

Language structures and features

Strategies

At level B3, a student

B3.5 Communicates ideas, events and experiences through simple texts based on familiar spoken and written language.

Evident when students, for example:

- Initiate writing for own purposes (writing notes or labels, choosing own topics for writing).
- Write simply about topics of personal significance.
- Write simply for a number of different purposes (a personal recount, simple description, simple instructions, rewriting a story after a writing conference, labelling).
- Write sentences that make a coherent statement.
- Write text incorporating common spoken or written phrases ('It's Thursday stay home look television').
- Incorporate into own writing or drawing vocabulary, modelled writing or ideas from texts read in class.

At level B3, a student

B3.6 Relates the purpose of a text to its familiar form and some of its conventional features.

Evident when students, for example:

- Identify communicative purpose of text (recounting an experience, giving information, describing an event).
- Write using a text type appropriate to a purpose (a story, a list, a procedure).
- Structure writing through the way it is set out on the page (a title, an opening, an ending).
- Use size of writing, colour, layout and choice of media to help transmit messages (making a sign or a poster).
- Use a range of writing implements and writing styles for writing purposes (greeting cards, final drafts, own simple record-keeping, work for display).

At level B3, a student

B3.7 Writes several coherently linked sentences using basic structures and well-known vocabulary.

Evident when students, for example:

- Write sentences based on simple repetitive, modelled patterns ('I play...', 'I go to lunch...', 'I go to home').
- Write sentences reflecting spoken English in vocabulary and structure ('Yesterday I..., then I...').
- Write 'run-on sentences' ('at school we work and at school we play and at school we read and at school...').
- Link sentences using common conjunctions (and, then, but).
- Write sentences using basic subject-verb-object patterns ('I study maths').
- Use common language patterns learned in class ('I can', 'he is...').
- Use the language of instruction for writing simple procedures (simple imperatives: draw, cut, stop, run).
- Write sentences using past tense verbs and adverbial phrases of time ('In holidays I went...').
- Use words commonly related to a topic (holiday, stay home, play).
- Use some standard English letter patterns when writing new words (scool for school, wite for white, sow for saw).
- Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence).

At level B3, a student

B3.8 Uses a number of basic strategies to produce and check written work.

Evident when students, for example:

- Plan and review writing in first language or English.
- Repeat the same beginning patterns to generate amounts of text ('I like... I like'; 'At spring I... In spring I...' 'I am going... going').
- Use literary formulae derived from reading texts (Once upon a time..., A long time ago).
- Emphasise and clarify meaning (by using repetition, choice of vocabulary).
- Rely on sound or visual features of words to attempt own spelling (vae for very, ah for are, purpl for purple).
- Model writing on other texts (borrow some words, phrases or sentence patterns).
- Develop a small bank of known words to use in writing.
- Experiment with sound/symbol relationships (sound out words aloud before writing them).
- Read own writing aloud to check for meaning and clarity.
- Use simple resources to find words needed for own writing and to check spelling (dictionaries, own word lists, labels, signs, charts, environmental print).
- Experiment with writing conventions (over-generalise the use of full stops).

Statement

Oral Interaction

Students at level one communicate verbally and non-verbally in simple social and classroom situations, taking cues from the context and using gesture, isolated words or well-known formulae. They draw on their knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and non-verbal exchanges. At this level students show understanding of some familiar, simplified spoken English supported by the immediate context and use a few simple formulae or isolated words. They attend to spoken English and attempt communication, relying on their non-verbal and limited verbal resources.

Reading and Responding

Students at level one gain and share meaning from hearing and reading short, simple texts in structured reading activities, bringing their previous experience in reading to reading tasks in English. They use a small repertoire of sight words and knowledge of basic sound/symbol relationships, and rely on code-breaking strategies and visual cues to gain meaning from texts.

Writing

Students at level one write simple messages for classroom purposes using copied texts and well-rehearsed language. For this they draw on their prior knowledge of writing and demonstrate understanding that the purpose of writing is to communicate messages. They write and copy simple short texts, showing some knowledge of basic conventions of written English, and use a range of basic writing strategies to compensate for their limited knowledge of English and of writing in English.

Table of outcomes – Level One

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	1.1 Communicates verbally and non-verbally in simple social and classroom situations, taking cues from immediate context and using gesture, isolated words or well-known formulae. <i>see page 32</i>	1.2 Draws on knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and non-verbal exchanges. <i>see page 32</i>	1.3 Shows understanding of some familiar simplified spoken English supported by immediate context and uses a few simple formulae or isolated words. <i>see page 32</i>	1.4 Attends to spoken English and attempts communication, relying on non-verbal and very limited verbal resources. <i>see page 32</i>
	1.5 Gains and shares meaning from hearing and reading short simple texts in structured reading activities. <i>see page 33</i>	1.6 Brings previous experiences in reading to reading tasks in English. <i>see page 33</i>	1.7 Reads simple texts, using a small repertoire of sight words and knowledge of basic sound/symbol relationships. <i>see page 33</i>	1.8 Relies on code-breaking strategies, structured reading activities and illustrations to gain meaning from texts. <i>see page 33</i>
WRITING	1.9 Communicates simple messages for classroom purposes using copied texts and well-rehearsed language and drawing on prior knowledge of writing. <i>see page 34</i>	1.10 Draws on prior knowledge of writing, demonstrating understanding that the purpose of writing is to communicate messages. <i>see page 34</i>	1.11 Writes and copies simple short texts, showing some knowledge of basic conventions of written English. <i>see page 34</i>	1.12 Uses a range of basic strategies to compensate for a limited knowledge of English and of writing in English. <i>see page 34</i>

LEVEL 1 Oral Interaction

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 1, a student</i> 1.1 Communicates verbally and non-verbally in simple social and classroom situations, taking cues from immediate context and using gesture, isolated words or well-known formulae. <i>Evident when students, for example:</i> Receptive pointers - Follow simple instructions or directions where the context is obvious (directions supported with gesture). - Recognise familiar isolated words in spoken texts (recognise own name read from a list). - Participate in group learning activities such as making things, shared stories, games and songs/rhymes, by joining in appropriately, laughing, clapping or cutting. - Respond to tone of voice (to approval, displeasure, commands, warnings, as in 'Well done!', 'Oh dear!', 'Don't do that!', 'Be careful!'). Communicative pointers - Participate in simple routine social interactions by exchanging greetings and farewells ('Hi', 'Hello', 'See you', 'See you tomorrow'). - Use some intonation to emphasise the meaning of simple utterances ('No', 'No!', 'No?').	<i>At level 1, a student</i> 1.2 Draws on knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and non-verbal exchanges. <i>Evident when students, for example:</i> Receptive pointers - Demonstrate an understanding of the meaning of some gestures (nodding or shaking the head, responding to teacher gesture to pay attention). Communicative pointers - Participate in classroom routines (line up outside the classroom, wash test tubes, pack up when others pack up). - Participate in classroom discourse conventions (raise hand in large group situations, take turns, speak at a volume suited to the situation). - Gain attention of teacher or peers (by touching, using first language, using names).	<i>At level 1, a student</i> 1.3 Shows understanding of some familiar simplified spoken English supported by immediate context and uses a few simple formulae or isolated words. <i>Evident when students, for example:</i> Receptive pointers - Recognise key words in context when these are stressed through intonation ('Please bring me the ruler'). - Recognise some content words connected with immediate interests or needs (ice-cream, bus, pen). - Respond appropriately to familiar formulae ('Pack up time', 'How are you today?'). - Communicate via an intermediary. Communicative pointers - Use a few words connected with immediate interests or needs (lunch, home, recess, playtime). - Use some common courtesy and situational formulae ('Good morning', 'Excuse me', 'Very good', 'Finished', 'Fine'). - Pronounce common words and phrases comprehensibly.	<i>At level 1, a student</i> 1.4 Attends to spoken English and attempts communication, relying on non-verbal and very limited verbal resources. <i>Evident when students, for example:</i> Receptive pointers - Exhibit listening behaviour (pay attention, concentrate, look at the speaker and supporting material). - Watch others' actions and copy them (join a queue after watching others queue up). - Acknowledge being spoken to (nod or smile in response). Communicative pointers - Practise English (imitate, memorise, repeat words or phrases). - Ask for clarification and interpretation from first language speakers (seek explanation of classroom instructions or routines). - Mimic what the teacher says without necessarily understanding the meaning. - Use the first language with teachers and peers who don't speak the first language. - Use non-verbal means to communicate (indicate time by pointing to clock, indicate hunger by clutching stomach). - Initiate or maintain some interaction with others who do not share the same first language (share work, attract attention, play).

LEVEL 1 Reading and Responding

Communication

Language and cultural understanding

Language structures and features

Strategies

At level 1, a student

1.5 Gains and shares meaning from hearing and reading short simple texts in structured reading activities.

Evident when students, for example:

- Engage in short, structured reading activities based on simple factual or fictional texts.
- Follow simple written texts while listening to them read aloud.
- Show a personal response to a text (role-play, draw a picture).
- Read words from such familiar contexts as home and school (own name, name of school, street name, logos).
- Gain basic information from illustrations.
- Sequence a story, a series of events or a process using pictures or illustrations.
- Gain basic information from simple visual material such as graphs, diagrams and timetables.
- Read simple sentences from familiar contexts, such as teacher and student texts.

At level 1, a student

1.6 Brings previous experiences in reading to reading tasks in English.

Evident when students, for example:

- Know that people read for different purposes such as study, information, or enjoyment.
- Know that the purpose of reading is to make sense of print.
- Show awareness that code-breaking is an important initial stage in reading new text.
- Show awareness that print in English is read in certain directions (from left to right and from top to bottom of the page).
- Show awareness that there is a sound/symbol relationship in alphabetic print.
- Know that thoughts and speech can be represented in writing or in print (ask for something to be written in English).

At level 1, a student

1.7 Reads simple texts, using a small repertoire of sight words and knowledge of basic sound/symbol relationships.

Evident when students, for example:

- Distinguish between Roman and non-Roman script.
- Distinguish between letters, words and numbers.
- Identify where sentences begin and end.
- Identify single words from a sentence ('Which word says 'flour'?').
- Identify some letters, sounds and words in a sentence.
- Recognise and name letters of the alphabet (letters in own name).
- Know some of the sounds that letters commonly make.

At level 1, a student

1.8 Relies on code-breaking strategies, structured reading activities and illustrations to gain meaning from texts.

Evident when students, for example:

- Demonstrate reading-like behaviour (by concentrating on and participating in shared reading experiences, repeating words or phrases, looking at books in own time).
- Read with or slightly after the teacher.
- Use sound/symbol knowledge of reading in the first language to attempt pronunciation of new English words.
- Guess some familiar words from initial letters, letters within a word, length and shape of a word.
- Browse and borrow books to read.
- Use cover, title, illustrations, amount and size of print, recommendations of others and own interests to help choose suitable material.
- Use illustrations to support reading.
- Focus on the decoding of print (apply sound/symbol knowledge to text in English).
- Track under words with finger as teacher reads or when reading themselves.
- Ask for pronunciation of an unfamiliar word in written text.
- Use a bilingual dictionary to check meaning or pronunciation of words.

LEVEL 1 Writing

Communication

At level 1, a student

1.9 Communicates simple messages for classroom purposes using copied texts and well-rehearsed language and drawing on prior knowledge of writing.

Evident when students, for example:

- Communicate messages using drawings or illustrations (family, experiences in home country, coming to Australia).
- Copy short texts (labels, signs, instructions, sentences).
- Label pictures with words learnt in class (labelling a map, parts of the body, plan of the school).
- Complete simple repetitive modelled sentences based on classroom formulae ('My name is...', 'I study...', 'I come from...').
- Write lists of content words (days of the week, classroom furniture, science equipment).
- Write own name.

Language and cultural understanding

At level 1, a student

1.10 Draws on prior knowledge of writing, demonstrating understanding that the purpose of writing is to communicate messages.

Evident when students, for example:

- Expect that writing in English will fulfil the same purposes as writing in the first language.
- Expect to write as part of school learning.
- Show understanding that the message of a text in the first language can be expressed in English (use dictionary to find English equivalents).
- Write in first language.

Language structures and features

At level 1, a student

1.11 Writes and copies simple short texts, showing some knowledge of basic conventions of written English.

Evident when students, for example:

- Write short copied texts (labels, signs, instructions, sentences).
- Write texts showing an understanding of basic English writing conventions, such as directionality of writing and page layout.
- Leave spaces between words.
- Write words recognisable as English.
- Write words using letters reflecting key perceived sounds (et for eat; drg for dragon; wf for wife).
- Form upper and lower case letters.
- Use some basic punctuation (capital letters, full stops, question marks).

Strategies

At level 1, a student

1.12 Uses a range of basic strategies to compensate for a limited knowledge of English and of writing in English.

Evident when students, for example:

- Use drawings or illustrations to communicate complex personal experiences.
- Use drawings or illustrations to compensate for limited English vocabulary (mix writing and drawing in a text).
- Use models and formulae to write own texts.
- Find words needed for own writing from labels, signs, charts, environmental print, word lists, dictionaries.
- Attempt own spelling of English words using knowledge of sound or visual patterns.
- Ask for translations into English of own writing in first language.
- Translate English text into first language.
- Record new English vocabulary using phonetic spelling from own language.
- Use drawings or illustrations to ask for unknown words to use in writing.
- Practise writing English letter forms.
- Check copied writing for accuracy.

Statement

Oral Interaction

Students at level two communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and using learnt formulae, well-rehearsed patterns and short, simple utterances. They tune in to the sounds of English, showing understanding of when to use available English acceptably. At this level students show some understanding of simplified English in familiar, controlled exchanges and use simple formulae or short telegraphic utterances. They use some basic communication and learning strategies to participate in everyday and class routines.

Reading and Responding

Students at level two read with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts, showing understanding of the differences between narrative and expository texts which relate to their own knowledge or experience. They use their knowledge of reading, their understanding of basic print conventions in English, and support from modelled language to help them read in English.

Writing

Students at level two communicate ideas, events and experiences in writing with limited repertoires of spoken and written English, showing their awareness of ways that information is presented in written English. They write simple coherent texts, using basic sentence structures that incorporate features of learned oral and written English and use a variety of basic writing strategies to create a coherent text.

Table of outcomes – Level Two

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	2.1 Communicates verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and uses learnt formulae, well-rehearsed patterns and short, simple utterances. <i>see page 37</i>	2.2 Tunes in to the sounds of English and shows understanding of when to use available English acceptably. <i>see page 37</i>	2.3 Shows some understanding of simplified English in familiar, controlled exchanges, and uses simple formulae or short telegraphic utterances. <i>see page 37</i>	2.4 Uses some basic communication and learning strategies to participate in everyday and class routines. <i>see page 37</i>
	2.5 Reads with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts. <i>see page 39</i>	2.6 Shows understanding of the differences between narrative and expository texts which relate to own knowledge or experience. <i>see page 39</i>	2.7 Reads texts using knowledge of basic conventions of print, a developing sight and oral vocabulary and a developing knowledge of structures of English. <i>see page 39</i>	2.8 Uses support from modelled language, knowledge of English and reading, and other resources to read in English. <i>see page 39</i>
WRITING	2.9 Communicates ideas, events and experiences using limited repertoire of spoken and written English. <i>see page 40</i>	2.10 Demonstrates awareness of particular ways that information is presented in written English. <i>see page 40</i>	2.11 Writes simple coherent texts using basic sentence structures that incorporate features of learned oral and written English <i>see page 40</i>	2.12 Uses a variety of basic writing strategies to create a coherent text. <i>see page 40</i>

LEVEL 2 Oral Interaction

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>
2.1 Communicates verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and uses learnt formulae, well-rehearsed patterns and short, simple utterances. <i>Evident when students, for example:</i> Receptive pointers - Follow simple instructions, relying on key words and context. - Respond appropriately with non-verbal language to comments (smile when greeted, shake or nod head to indicate agreement, non-agreement). - Indicate non-comprehension, verbally or non-verbally ('No understand'). - Follow and check on understanding of simple, familiar instructions (T: Put the beaker here. S: This, Miss?). - Identify single items of information from short spoken texts (number, colour, name). - Identify objects or characters from pictures or diagrams in a known context ('Point to the circle'). - Attend to tone and context (show awareness that teacher is instructing).	2.2 Tunes in to the sounds of English and shows understanding of when to use available English acceptably. <i>Evident when students, for example:</i> Receptive pointers - Distinguish spoken English from other languages (on hearing English, attempt to respond in English). - Tune in to the particular sounds of English (recognise rhyming words in a listening game). - Recognise that some words, gestures or intonations may be inappropriate or unsuitable in certain contexts.	2.3 Shows some understanding of simplified English in familiar, controlled exchanges, and uses simple formulae or short telegraphic utterances. <i>Evident when students, for example:</i> Receptive pointers - Show understanding of past, present and future tenses through explicit time references at the beginning of sentences ('Yesterday we go', 'Tomorrow we will go'). - Respond to key words in a range of common spoken instructions ('Shut the door', 'Put your pens down').	2.4 Uses some basic communication and learning strategies to participate in everyday and class routines. <i>Evident when students, for example:</i> Receptive pointers - Attempt to communicate via written material. - Question to check meaning, clarify or confirm (T: Now what did I do with my pencil? S: Pencil, Miss?). - Rely on assistance of a friend to interpret or elaborate. - Check understanding of classroom language by asking for clarification from other first language speakers. - Signal comprehension even when not understanding spoken language.

LEVEL 2 Oral Interaction (cont...)

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>
2.1 Communicates verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and uses learnt formulae, well-rehearsed patterns and short, simple utterances. <i>Evident when students, for example:</i> Communicative pointers • Demonstrate awareness that intonation differentiates questions from statements (T: What's this? S: Book. (statement) S: Book? (question)). • Give some basic personal information on request, using learned formulae ('My name is...', 'I'm from...', 'I speak...'). • Understand and respond to simple predictable questions related to immediate needs (by giving appropriate yes/no answers: T: 'Have you finished yet?' S: 'No finish.'). • Negotiate social or learning activities simply with peers by suggesting, initiating, directing action ('Play football?' 'We go...', 'I won', 'Your turn...', 'Go there...'). • Make simple requests or express basic needs using learned sentence patterns ('May I go to the canteen, please?', 'It's home time'). • Make simple requests or express basic needs through one- or two-word utterances ('Pen' may mean 'That's my pen', or 'May I borrow a pen?'. 'Toilet' may mean 'Where is the toilet?' or 'May I go to the toilet?').	2.2 Tunes in to the sounds of English and shows understanding of when to use available English acceptably. <i>Evident when students, for example:</i> Communicative pointers • Use acceptable social formulae and interact appropriately in context (say 'Please', 'Thank you', 'Excuse me'). • Repeat or repronounce words after recognising non-comprehension by the listener.	2.3 Shows some understanding of simplified English in familiar, controlled exchanges, and uses simple formulae or short telegraphic utterances. <i>Evident when students, for example:</i> Communicative pointers • Reproduce and use chunks of familiar language in appropriate contexts. • Use single word or phrase response to questions ('Yes', 'No', 'I don't know'). • Use simple adjectives to describe or add emphasis ('big truck', 'Today cold'). • Construct two- or three-word utterances conveying different relations between two terms (action/process: 'Sir writing?'; attribute/object: 'small square'). • Use words from word sets related to need, interest or experience (family, school, colours, number systems, days of the week, months of the year). • Use a range of formulae for appropriate purposes ('What's the time?', 'Oh, no!', 'Very good', 'Excellent work', 'Well done'). • Create original utterances by substituting new words in learned patterns or formulae ('It's home time', 'It's play time', 'It's lunch time'). • Utter familiar words or phrases using comprehensible pronunciation, stress and intonation.	2.4 Uses some basic communication and learning strategies to participate in everyday and class routines. <i>Evident when students, for example:</i> Communicative pointers • Check understanding (ask for repetition). • Elicit language from teachers or peers (initiate communicative exchanges: 'Holiday Monday, Miss?'). • Use familiar repetitive patterns from stories, songs, rhymes or media. • Use questions to elicit help ('What this?'). • Practise pronunciation of words. • Borrow key words from previous speaker (T: Don't be silly, Tim. S: Tim silly, Sir.). • Imitate pronunciation, stress and intonation patterns (from stories, songs, rhymes, media). • Rehearse or role-play language (recite words of a song, role-play the language of shopping). • Make use of empathetic behaviours to sustain interaction with others (nod, smile, repeat speaker's words). • Memorise new words by repeating to self, silently or aloud. • Record new vocabulary (using own phonetics). • Study new words and test recall. • Rely on other speaker to scaffold conversation. • Feign comprehension to interact with peers.

LEVEL 2 Reading and Responding

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>
2.5 Reads with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts. <i>Evident when students, for example:</i> • Recognise and respond to common signs, brand names, advertisements and logos. • Make predictions about likely events and outcomes when reading or listening to text read aloud. • Relate an aspect of a story or a text to personal experience. • Respond appropriately to aspects of a story such as mood and plot development in shared reading (by laughing, showing disappointment). • Identify features with personal appeal in texts (fantasy elements, favourite characters, favourite words and phrases). • Read a short well-known text (shared class story, own writing, favourite book). • Match simple sentences or captions to illustrations or photographs. • Sequence sentences about a simple story, process or series of events. • Complete simple cloze exercises based on familiar text or text on familiar contexts. • Read back own writing or own sentences scribed by another. • Read previously encountered words in new contexts (pencil, book, table). • Participate in activities involving recognition of common sound and letter patterns.	2.6 Shows understanding of the differences between narrative and expository texts which relate to own knowledge or experience. <i>Evident when students, for example:</i> • Show awareness that stories are generally read for enjoyment and that non-narrative texts are generally read for information. • Identify the difference between factual and fictional books (through layout, topic). • Distinguish between narrative and non-narrative texts (a story and a report of an excursion). • Understand and use some of the terminology of reading (author, title, letter, word, sentence, page).	2.7 Reads texts using knowledge of basic conventions of print, a developing sight and oral vocabulary and a developing knowledge of structures of English. <i>Evident when students, for example:</i> • Identify a sentence and a paragraph in a text. • Follow simple dialogue in texts read aloud (know when speakers change through words such as said and asked and through intonation). • Recognise the difference between English texts and texts in other languages that use the same script. • Read some words or phrases learnt in the spoken context (on blackboard, in a book, on a poster). • Show understanding of sentences using basic subject-verb-object sentence patterns. • Read by sight a set of interest words from a specific context (zoo: kangaroo, elephant). • Understand common words that have different meanings in different contexts (look, look for, look at, look after). • Read common words with comprehensible pronunciation (homework, science). • Demonstrate an understanding of simple punctuation by using appropriate intonation and pausing when reading aloud a well-known text (read simple dialogue). • Recognise letters of the alphabet in different type face, case and handwriting. • Incorporate some common sound patterns when reading (st in stop and station; ing in learning and running).	2.8 Uses support from modelled language, knowledge of English and reading, and other resources to read in English. <i>Evident when students, for example:</i> • Rely on key words for understanding when reading texts or when listening to texts read aloud. • Rely on emphasis, intonation and repetition when listening to texts read aloud. • Rely on the teacher's reading and interpretation of texts as a model for own response and understanding. • Sub-vocalise when reading silently. • Imitate pronunciation, intonation, rhythm, and stress when reading familiar texts aloud. • Base choice of books to read on illustrations, size and amount of print, layout and on personal interest. • Re-read familiar self-chosen texts to increase accuracy and fluency and to enhance understanding and enjoyment. • Find words in dictionaries and class word lists. • Identify base words within other words (walk, walking, walked). • Use some word attack skills to decode (initial sounds, blends, mid-vowels).

LEVEL 2 Writing

Communication

At level 2, a student

2.9 Communicates ideas, events and experiences using limited repertoire of spoken and written English.

Evident when students, for example:

- Participate in shared writing activities (wall stories, jointly constructed texts, posters, class invitations).
- Initiate own writing for particular purposes (writing notes and labels, choosing own topics for writing, topics of personal significance).
- Create simple fictional or poetic texts modelled on familiar forms and repetitive patterns (from fairy tales, story books).
- Write for a variety of purposes (to give information such as personal information, to keep records, to display, to express opinions).
- Write simple texts such as personal recounts, retellings, descriptions and procedures on a range of familiar topics in different subject areas.

Language and cultural understanding

At level 2, a student

2.10 Demonstrates awareness of particular ways that information is presented in written English.

Evident when students, for example:

- Identify the nature and purpose of different text formats (newspapers, magazines, books).
- Fulfil a number of writing purposes using a range of writing media (felt-tipped pens for greeting cards, computers for final draft, paints for a poster).
- Use a range of formats to record information (draw simple graphs, write lists).
- Represent an idea in a sentence (read own writing with appropriate phrasing to indicate sentence units).
- Separate ideas when writing using full stops, paragraphs and layout.

Language structures and features

At level 2, a student

2.11 Writes simple coherent texts using basic sentence structures that incorporate features of learned oral and written English.

Evident when students, for example:

- Write texts that show simple structure or progression (a beginning and an end, observation/comment, opinion/reason).
- Write texts that show simple and logical sequences of ideas.
- Write texts that show simple cohesion of ideas, joining them with 'and' and 'then'.
- Write sentences that use subject-verb-object patterns ('I study maths. Last week I watch video.').
- Write texts closely related to level of everyday spoken English.
- Use some common irregular past tense verbs (went, said, bought).
- Use simple present or present continuous tense for a range of tenses ('Yesterday teacher talk about science experiment').
- Use common adjectives to describe a range of meanings (best sport for favourite sport).
- Use some adjectives and adverbs interchangeably ('Drive car quick').
- Use specialised vocabulary of personal significance (regime, communist).
- Spell accurately some familiar common words learned in the classroom.
- Spell some words on the basis of own pronunciation (dity for dirty, facary for factory, stashne for station).
- Use some basic punctuation markers accurately in own writing to indicate sentence units.

Strategies

At level 2, a student

2.12 Uses a variety of basic writing strategies to create a coherent text.

Evident when students, for example:

- Use repeated formulae to generate and structure writing ('I went shopping and I bought... and...', 'On the weekend I... and then I...', 'It is...It is...', 'after that... after that...').
- Use a preferred recount for writing whole text (daily activities recount, a significant event recount).
- Attempt to provide more detail in writing through illustrations, listing of items.
- Use limited language resources to create desired effect such as repetition for emphasis or intensity ('very, very sad').
- Ask for the English word or phrase for something, ask how to spell it in English and use it in own writing.
- Rewrite after correction or conferencing (delete or add words to clarify meaning).
- Over-generalise spelling patterns (whatched for watched, prizers for prizes).
- Rely on sound or visual features of words to spell words in English (rokit for rocket, evrey for every, gril for girl).
- Continue writing about the same topic or theme while practising an element of writing (incorporating new vocabulary items).
- Concentrate in writing on one or two elements of a sentence at one time (punctuation rather than spelling).
- Translate text literally from first language to English.
- Use a dictionary to find English equivalents for words from the first language.
- Experiment with some basic punctuation markers (overuse full stops).
- Experiment with less familiar punctuation markers (dashes).

Statement

Oral Interaction

Students at level three communicate and learn through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English. They demonstrate awareness of aspects of spoken English necessary for communicating and learning at school. At this level students respond to controlled spoken English in familiar exchanges and manipulate learned structures and features to make original utterances, which are characterised by simplified language and varying grammatical accuracy. They engage in, elicit and practise English to extend their oral repertoire.

Reading and Responding

Students at level three read with understanding controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They display awareness that written English differs from spoken English and that different texts may be organised differently. They cue into basic text organisation and language features and make varying use of English vocabulary, structure and sound symbol cues to make sense of unfamiliar text.

Writing

Students at level three communicate on a number of familiar topics through writing simple creative and informational texts in response to classroom demands, demonstrating awareness of common formats in texts for classroom purposes. They write a variety of simple cohesive texts, demonstrating a developing use of simple language and structures and drawing on their knowledge of the writing process to plan, write and redraft texts.

Table of outcomes – Level Three

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	3.1 Communicates and learns through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English. <i>see page 43</i>	3.2 Demonstrates awareness of aspects of spoken English necessary for communicating and learning at school. <i>see page 43</i>	3.3 Responds to controlled spoken English in familiar exchanges and manipulates learned structures and features to make original utterances characterised by simplified language and varying grammatical accuracy. <i>see page 43</i>	3.4 Engages in, elicits and practises English to extend oral repertoire. <i>see page 43</i>
READING AND RESPONDING	3.5 Reads with understanding and learns from controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. <i>see page 43</i>	3.6 Demonstrates awareness that English texts may be organised in different forms and that written English differs from spoken English. <i>see page 43</i>	3.7 Reads and understands simple texts, cueing into basic text organisation and features of English writing. <i>see page 43</i>	3.8 Uses knowledge of basic English vocabulary, structure and sound/symbol cues to make sense of unfamiliar texts. <i>see page 43</i>
WRITING	3.9 Communicates on a number of familiar topics through writing simple creative and informational texts in response to classroom demands. <i>see page 46</i>	3.10 Demonstrates awareness of common formats required of class texts. Language structures and features <i>see page 46</i>	3.11 Writes a variety of simple cohesive texts, demonstrating a developing use of simple language and structures. <i>see page 46</i>	3.12 Draws on knowledge of the writing process to plan, write and redraft texts. <i>see page 46</i>

LEVEL 3 Oral Interaction

Communication

Language and cultural understanding

Language structures and features

Strategies

At level 3, a student

3.1 Communicates and learns through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English.

Evident when students, for example:

Receptive pointers

- Follow a short sequence of instructions related to classroom activities (book borrowing procedures, rules for using the class computer, locating places on a map).
- Order information from a short spoken text using pictures.
- Identify key points of information from short spoken texts ('Was Goldilocks a naughty girl?' 'Yes, very naughty'. 'Are vegetables good for you?' 'Yes, very good.').
- Pick out key words and phrases from accessible TV programs.
- Follow teacher explanation using familiar language (revision of a familiar topic).
- Follow simple recounts of shared activities (recount of class excursion).
- Identify true or false information from spoken texts.

At level 3, a student

3.2 Demonstrates awareness of aspects of spoken English necessary for communicating and learning at school.

Evident when students, for example:

Receptive pointers

- Identify a small number of spoken text types (stories, poems, procedures, reports).
- Understand that intonation, volume or stress are used with different effects in different situations (shouting a warning, talking softly in group, play activities).

At level 3, a student

3.3 Responds to controlled spoken English in familiar exchanges and manipulates learned structures and features to make original utterances characterised by simplified language and varying grammatical accuracy.

Evident when students, for example:

Receptive pointers

- Comprehend basic markers of sequence (first, next, then), and adverbial phrases of place, location and time (over here).
- Recognise basic types of structures such as questions, statements and negation through word order and vocabulary rather than through intonation ('Do you...', 'What is...', 'Can anybody...').
- Understand some common elided and non-elided forms (I'm: I am; you're: you are; we'll: we will; we won't: we will not).

At level 3, a student

3.4 Engages in, elicits and practises English to extend oral repertoire.

Evident when students, for example:

Receptive pointers

- Ask speaker to repeat and/or speak slowly ('Say again, please').
- Predict meaning from context (infer the meaning of an occasional unknown word from context).
- Ask what a word means ('What you mean?' 'What mean festival?').
- Ask for the translation of specific words from other first-language speakers (to check context, match concepts).

LEVEL 3 Oral Interaction (cont...)

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 3, a student</i>	<i>At level 3, a student</i>	<i>At level 3, a student</i>	<i>At level 3, a student</i>
Communicative pointers - Negotiate simple transactions (borrowing a library book, getting the right timetable). - Participate in short, structured social interactions (by introducing self and others, giving basic information in a student teacher interview). - Seek personal information (S: Pizza you like? S: Pizza good). - Describe a series of events or actions using simple English and non-verbal language ('I go play ball, him take ball, him throw ball'). - Express humour and describe feelings ('Lun happy, Miss. New girl friend'). - Describe and identify people, places and things using simple vocabulary for colour, size, place, location, time. - Answer subject-specific questions using a familiar structure on a familiar topic (T: What is the next stage in the life of a frog? S: Tadpole). - Negotiate in a simple way with peers in small-group tasks (suggesting, agreeing, disagreeing, clarifying).	Communicative pointers - Use terminology of subject learning areas (story, poem, recipe, experiment). - Role-play for social and learning situations (turn-taking, affirming, suggesting). - Initiate and manage interaction through conversational formulae and gambits ('Then what, Miss?' 'Very lucky!').	Communicative pointers - Demonstrate variable placement of adjectives ('I like red apples', 'He have car blue'). - Combine known formulae and other vocabulary to construct new utterances ('Yesterday I went to the swim'). - Ask simple 'wh' questions ('Where you live?'). - Adapt learned question formulae (ask questions using intonation without 'do': 'Pizza you like?'). - Make simple statements and exclamations ('Him hit me!'). - Use common prepositions (in, at, on, near). - Answer questions requiring an explanation using because (T: Why are you late for school? S: Because bus no come!). - Over-generalise grammatical rules, as in the formation of plurals (mouses, sheeps) and past tenses ('I goed', 'drinked'). - Express negation within sentence structure by using no ('I no buy vegetable', 'I no happy', 'No go school'). - Regularly use pronouns (I/me, he/him, she/he). - Construct simple subject-verb-object sentences ('We buyed a house'). - Use verb and noun endings with some consistency (-ing, -ed, -s). - Use correctly some forms of the verbs to be and to have ('She name is Maria'). - Use some articles correctly (a dog/the dog, a milk). - Use some common elided and non-elided forms (for stress, 'I am!', 'We won't'). - Use a number of explicit time markers in speech (yesterday, last week, on the weekend). - Pronounce words comprehensibly with occasional verification by the listener.	Communicative pointers - Initiate and maintain common social exchanges by using simple conversational openers, turn-taking, leave-taking ('You brother name?' 'Brother name Khanh'). - Repeat other speakers' words in subsequent conversation ('Where did you plant the seeds?' 'Plant the seeds in pot'). - Use a repertoire of common classroom formulae ('Hang on', 'Give me hand', 'Be quiet, please', 'Give me brush', 'Can I have a brush, please?'). - Repeat a sentence modelling rhythm, intonation and pronunciation on the speech of the interlocutor. - Read, modelling rhythm, intonation and pronunciation on another reader. - Use vocabulary learned from written texts in speech. - Practise pronunciation and phrasing to improve oral fluency.

LEVEL 3 Reading and Responding

Communication

Language and cultural understanding

Language structures and features

Strategies

At level 3, a student

3.5 Reads with understanding and learns from controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary.

Evident when students, for example:

- Modify intonation to differentiate questions, exclamations or dialogue when reading aloud.
- Express personal response to a text or elements of a text (choose another book by the same author).
- Read and retell ideas and events from well-known texts or a text on a familiar topic or experience.
- Compare and contrast in simple ways, characters or events from different stories.
- Make and substantiate predictions about likely events or sequences when reading or listening to a text read aloud.
- Identify the main idea in a text (match headlines and photos with short newspaper stories, or match titles to books).
- Follow simple written instructions (Fill the..., Measure the..., Record the...).
- Extract items of information from a simple unfamiliar text.
- Identify new information gained from reading a text.

At level 3, a student

3.6 Demonstrates awareness that English texts may be organised in different forms and that written English differs from spoken English.

Evident when students, for example:

- Recognise that texts have a structure (starting points, middle and ending points, and characteristic sequences).
- Recognise a number of different forms of text, such as poetry and prose, factual text and story, through subject matter, rhythm or intonation when read aloud.
- Recognise a number of different forms of text, such as poetry and prose, factual text and story, through layout of print, illustrations and headings.
- Follow text through a range of conventions of organisation and layout, such as columns, across pages, insertion of diagrams, illustrations, photographs, or captions.
- Identify dialogue and speech in a narrative.
- Show understanding that sentences in expository texts can be restated in everyday language.

At level 3, a student

3.7 Reads and understands simple texts, cueing into basic text organisation and features of English writing.

Evident when students, for example:

- Predict aspects of topic and content of a text type.
- Sequence sentences from known texts or a text on a familiar topic or experience.
- Show an understanding of simple word order (reorder words from a jumbled sentence).
- Follow simple time and logical relationships between events and ideas expressed by common connective devices such as after, then, finally, because and but.
- Follow pronoun references for people and things (the children... they; the bunsen burner... it).
- Read letter patterns, familiar phrases and groups of function words fluently (th, tion, when she, next to the, is a very).
- Substitute words with similar meaning (home for house, when reading aloud).
- Segment or blend letters and letter clusters to make new words (h-igh, l-ight, br-ight).
- Read common abbreviations (Aust, SA, NSW, 1st, 2nd, 3rd).
- Identify familiar words within words (the in mother, ear in fear).

At level 3, a student

3.8 Uses knowledge of basic English vocabulary, structure and sound/symbol cues to make sense of unfamiliar texts.

Evident when students, for example:

- Slow down when reading an unfamiliar text (read word-by-word).
- Re-read if what has been read does not make sense or does not sound right.
- Clarify when meaning breaks down by pausing, re-reading and reading on.
- Apply knowledge of grammatical forms such as tenses and negation to interpret meaning of written texts (successfully complete cloze exercises).
- Use knowledge of common letter patterns to enhance fluency of reading.
- Identify factual from fictional books by looking at the cover, title and illustrations.
- Choose books in which the text is repetitive and predictable and which relate to own experience.
- Assess readability of a new text by sampling sections (look at captions to illustrations, diagrams, scan for known key content words).
- Use visual supports such as diagrams, graphs, or pictures to interpret meaning.
- Re-read to confirm or reject a prediction about information in a text.
- Apply knowledge of base words, prefixes and suffixes to deduce meanings of words (unfinished, prediction).

LEVEL 3 Writing

Communication

At level 3, a student

3.9 Communicates on a number of familiar topics through writing simple creative and informational texts in response to classroom demands.

Evident when students, for example:

- Write simple creative texts (imaginative recounts, descriptions, narratives, poems).
- Write simple personal and opinionative texts that present a point of view (journals, statement of opinion, responses to a question).
- Write poems based on simple, repetitive and modelled language.
- Write conventional informational texts based on personal experience (science experiment, report based on classification activity).
- Write suitable captions for pictures and photographs.
- Write simple descriptions of things, events, places, processes or people.
- Write simple reports appropriate to different topic areas (on animals, land forms, levels of government).

Language and cultural understanding

At level 3, a student

3.10 Demonstrates awareness of common formats required of class texts.

Evident when students, for example:

- Plan the format of a text according to its intended communicative purpose (a letter).
- Discuss the impact of different text formats on the reader (poster, exercise book).
- Discuss sequencing of events and ideas in own writing.
- Use key features of a specialised subject format (procedural headings in science report).
- Use some conventions for separating ideas or sections in a text (starting a new idea on a new line, starting a new section on a new page, paragraphs).
- Present writing in appropriate format (use headings, illustrations, layout in final draft).

Language structures and features

At level 3, a student

3.11 Writes a variety of simple cohesive texts, demonstrating a developing use of simple language and structures.

Evident when students, for example:

- Use organisational framework in writing familiar text types (simple classification/ description in reports, goal and steps in procedures).
- Write identifiable paragraph topic sentences.
- Write coherent sentences using some dependent clauses ('I can do anything when I am happy').
- Use simple time sequence markers when describing a process or event (first, next, at last).
- Use a number of common conjunctions to link ideas between sentences (before, after, because, but, when).
- Make expository statements using introductory there, it (there is, there are, it has).
- Use simple phrases to express personal opinion ('I like... because... and...'; 'I think (that)...').
- Use and sometimes signal direct speech in writing.
- Use direct speech in narrative or dialogue with some appropriate punctuation ('He say no don't do that'; 'Is this the right one?' he asked').
- Use pronoun references with some noun/pronoun agreement appropriate for describing people and things ('Yesterday the class went... We...'; 'Kangaroos are marsupials. They...').
- Use simple phrases to express basic comparisons (the same as, bigger than).
- Select suitable descriptive words to enhance effectiveness of writing (huge instead of big, delicious instead of tastes good).
- Write predominantly in present and simple past tenses ('I put the flask on the mat', 'I lit the bunsen burner').
- Use subject-verb agreement with some accuracy.
- Exemplify using some explicit signals (for example: e.g.).
- Over-generalise regular past tense rule (drinked, buyed).
- Use some specialised words in appropriate context (polluted, evaporates, government).
- Make varying use of articles for common and mass count nouns (the homework, a water).

Strategies

At level 3, a student

3.12 Draws on knowledge of the writing process to plan, write and redraft texts.

Evident when students, for example:

- Use knowledge of sentence patterns to form new sentences (base a new story on repetitive formulae from a known story, from written or spoken texts).
- Write first draft, focusing on meaning rather than accuracy.
- Revise draft after re-reading or conferencing (add or delete ideas, revise word order or choice of words, correct errors in spelling and punctuation).
- Plan before writing (by discussing ideas and possible topics in first language or English).

Statement

Oral Interaction

Students at level four understand the gist of topics expressed in familiar language and communicate in predictable social and learning situations, expressing simple messages in connected speech. They demonstrate awareness of basic register requirements of spoken English in familiar formal and informal situations. At this level students respond appropriately to spoken English in predictable situations and adapt their English repertoire to make expanded utterances. They incorporate English into their repertoire from a range of oral and written sources to extend their oral skills in English.

Reading and Responding

Students at level four read with understanding for a range of purposes. They identify main ideas and specific information in simple texts, relating their own culture, knowledge and experience to information in the text. They recognise key words connecting ideas and the organisation of information in texts, and coordinate a number of strategies to assist their reading.

Writing

Students at level four communicate for a range of purposes on a variety of familiar topics through a basic repertoire of text types, demonstrating an awareness of how effective writing is tailored to the topic and the needs of the reader. They write a variety of texts, demonstrating some overall cohesion and coherence, and make use of discussion and reflection to enhance the writing process.

Table of outcomes – Level Four

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech. <i>see page 49</i>	4.2 Demonstrates awareness of basic register requirements of spoken English in familiar formal and informal situations. <i>see page 49</i>	4.3 Responds to spoken English appropriately in predictable situations, and adapts available English repertoire to make expanded utterances. <i>see page 49</i>	4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English. <i>see page 49</i>
	<i>see page 49</i>			
READING AND RESPONDING	4.5 Reads for a range of purposes and identifies main ideas and specific information in simple texts. <i>see page 51</i>	4.6 Relates own culture, knowledge and experience to information in the text. <i>see page 51</i>	4.7 Interprets simple text, recognising key words connecting ideas and the organisation of information in a text <i>see page 51</i>	4.8 Coordinates a number of strategies to facilitate reading. <i>see page 51</i>
	<i>see page 51</i>			
WRITING	4.9 Communicates for a range of purposes in a variety of familiar topics using basic repertoire of text types. <i>see page 52</i>	4.10 Demonstrates an awareness of how effective writing is tailored to the requirement of the topic and the needs of the reader. <i>see page 52</i>	4.11 Writes a variety of texts, demonstrating some overall cohesion and coherence. <i>see page 52</i>	4.12 Makes use of discussion and reflection to enhance the writing process. <i>see page 52</i>

LEVEL 4 Oral Interaction

Communication

At level 4, a student

4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech.

Evident when students, for example:

Receptive pointers

- Understand teacher questions on familiar topics or themes by responding with phrases or sentences.
- Understand the difference between suggestions and directives.
- Extract basic information from an announcement (in assembly).

Language and cultural understanding

At level 4, a student

4.2 Demonstrates awareness of basic register requirements of spoken English in familiar formal and informal situations.

Evident when students, for example:

Receptive pointers

- Respond to different registers appropriately (match a formal response to a formal request).
- Respond appropriately in different classroom activities (participate in discussion, brainstorming, formal instruction, listening to a talk).

Language structures and features

At level 4, a student

4.3 Responds to spoken English appropriately in predictable situations, and adapts available English repertoire to make expanded utterances.

Evident when students, for example:

- Combine and manipulate learned speech patterns to make correct and incorrect grammatical utterances ('I don't know where is it, I don't know where it is...').
- Use all-purpose formulaic question tags ('OK?', 'Isn't it?').
- Answer simple open-ended questions (how and why questions).
- Use adverbial phrases of time and place ('in the bag', 'on the desk', 'in the holidays').
- Use subject, object and possessive pronouns with some consistency (I, me, mine, my).
- Consistently use some common irregular past tenses (went, saw, came).
- Use compound sentences ('We went on an excursion and it rained and we came back to school').
- Employ a small range of vocabulary to convey shades of meaning (good, fine, terrific, wonderful, excellent).
- Use subject specific vocabulary necessary for a familiar topic or theme (mathematical terms).
- Use appropriate sequence markers (first, next, then).
- Speak using comprehensible pronunciation, stress and intonation.

Strategies

At level 4, a student

4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English.

Evident when students, for example:

Receptive pointers

- Acquire new English from sources other than the classroom (the media, friends, family).
- Attend to spoken English (listen to the conversations of others).

LEVEL 4 Oral Interaction (cont...)

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 4, a student</i>	<i>At level 4, a student</i>	<i>At level 4, a student</i>	<i>At level 4, a student</i>
4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech.	4.2 Demonstrates awareness of basic register requirements of spoken English in familiar formal and informal situations.	4.3 Responds to spoken English appropriately in predictable situations, and adapts available English repertoire to make expanded utterances.	4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English.
<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>
Communicative pointers	Communicative pointers		Communicative pointers
- Initiate and participate in casual exchanges with English-speaking peers. - Contribute information and express ideas in group tasks and classroom discussions. - Recall and retell simply what has been learnt from spoken or written classroom texts. - Speak to first-language peers in English, in certain contexts ('Don't take book!') so that the teacher will be aware of what is happening. - Retell a familiar simple story (fairy tales, legends, Aboriginal Dreaming stories). - Recount news or relate a series of events in a time sequence, giving details involving where, when, who, and what. - Give simple reasons for opinions and share ideas about familiar topics in small-group situations. - Relay simple messages (from teacher to teacher: 'Please tell the principal, the bus leaves at 9.00 tomorrow'). - Give a short sequence of instructions related to classroom procedures, games or learning tasks ('First you..., then you...'). - Give a short prepared talk on a familiar topic (a simple recount of a holiday activity). - Sequence information logically for the listener.	- Identify some features of informal spoken texts and of texts for more formal and public purposes and audiences. - Give some relevant detail when recounting stories or events, giving instructions, expressing opinions, contributing information. - Open and close an interaction (greet, give message, take leave). - Assess the grammatical correctness of own utterances (by attempting self-correction). - Show awareness of the need to make meaning explicit (in information gap activity).		- Use language acquired from new sources or experiences (excursions, performances, conversations, English-speaking peers). - Reformulate language to convey meaning more clearly ('...and my mum say don't ... and my mum was angry to me...'). - Rehearse or role-play (giving instructions or directions, giving short talks). - Plan what to say and how to say it. - Practise pronunciation of unfamiliar polysyllabic words.

LEVEL 4 Reading and Responding

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 4, a student</i>	<i>At level 4, a student</i>	<i>At level 4, a student</i>	<i>At level 4, a student</i>
4.5 Reads for a range of purposes and identifies main ideas and specific information in simple texts.	4.6 Relates own culture, knowledge and experience to information in the text.	4.7 Interprets simple texts, recognising key words connecting ideas and the organisation of information in a text.	4.8 Coordinates a number of strategies to facilitate reading.
Evident when students, for example: - Read for information or recreation in or out of class. - Identify some detail in narrative texts (people, places and objects). - Demonstrate understanding of the main storyline and most key information points when retelling or paraphrasing. - Distinguish between the main idea and supporting details using a reading guide (to respond to key questions). - Follow serial task instructions (making a mathematical shape, setting up an experiment, making a kite). - Make some inferential/hypothetical meanings from texts using a reading guide (a three-level guide). - Interpret and explain information from diagrams, graphs, charts and timetables.	Evident when students, for example: - Talk about the text, relating ideas to personal experience or previous learning. - Make comparisons with own country and culture when reading ('In my country...', 'When I...'). - Respond to different cultural attitudes and practices as exemplified in stories (express opinion, ask questions, make comparisons). - Express empathy for characters in stories with other cultural settings that show different cultural behaviour. - Identify unfamiliar cultural references ('What's a jackeroo?'). - Identify different examples of writing across cultures as belonging to the same form (identify folk stories, biographies and adventure stories as narratives in own and Australian culture). - Show awareness that different cultures may have different interpretations of text (in class discussion about a character's action in a story).	Evident when students, for example: - Identify important features of text organisation (book/chapters, chapters/paragraphs, paragraphs/topic sentences). - Show an understanding of simple paragraph order (correctly reorder jumbled paragraphs). - Show understanding of meaning and relations between sentences in a paragraph (correctly reorder jumbled sentences). - Identify key content words conveying main ideas throughout a paragraph. - Identify how sentences or paragraphs are organised to present new information on a topic (details will follow the main idea). - Follow ideas in a paragraph, making use of a range of linking words (then, next, first, after). - Recognise how relationships such as cause/effect, comparison/contrast, addition and time sequence are signalled by linking words and phrases (because, like, different from, in addition to, after). - Make concept maps of a topic using key content words (spiders: webs, bite, poison, arachnid). - Read sentences expressed through complex subject-verb-object sentence patterns (He heard an explosion and he phoned the police). - Follow direct and indirect speech ('I told them that they had to...'; 'I told them, "you have to..."'). - Follow sentences in which words are omitted and implied (Some cats like cheese and some don't). - Follow sentences in which words are substituted (He was given a new bike for his birthday. His old one was too small for him). - Demonstrate understanding of simple similes (as cold as ice, as warm as toast).	Evident when students, for example: - Use knowledge of sentence structure and text organisation to identify meaning of unknown words (in cloze activities). - Use previous knowledge of words and context to infer the meaning of unfamiliar words. - Read fluently commonly linked words and common redundancies in the text. - Choose to read texts in English about own country and culture. - Use accompanying diagrams, headings and illustrations to understand ideas in texts. - Locate a topic sentence to identify main idea of a paragraph. - Read on when encountering unfamiliar words. - Sound out individual unknown polysyllabic words to attempt a match with oral vocabulary (imagination, extraordinary, character). - Use an accessible English dictionary to check the meanings of new words.

LEVEL 4 Writing

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 4, a student</i>	<i>At level 4, a student</i>	<i>At level 4, a student</i>	<i>At level 4, a student</i>
4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. <i>Evident when students, for example:</i> - Write letters of invitation (to friends, visiting class speakers). - Maintain a storyline and some characterisation in creative texts. - Elaborate and refine narrative and descriptive texts. - Write poems based on models using some identifiable rhythm and stress patterns. - Sustain 'voice' in personal and creative texts. - Plan and sequence information for specific text type (report, biography). - Re-construct a text (using notes or through discussion). - Make summaries by writing sentences expanded from key words. - Incorporate information from another source into own writing (copying, paraphrasing). - Support a point of view and come to a conclusion (order sentences logically to support an argument). - Write simple explanations.	4.10 Demonstrates an awareness of how effective writing is tailored to the requirements of the topic and the needs of the reader. <i>Evident when students, for example:</i> - Elaborate on own knowledge of the world, using own experience and perspectives to support viewpoint. - Identify characteristic aspects of spoken and written language. - Use text type appropriate to class writing. - Present information appropriately in texts (choose when to use diagrams, illustrations, points). - Show understanding of the structure and function of paragraphs (write a suitable topic sentence for a given paragraph where it has been omitted). - Create mood and feeling by selection of appropriate words. - Use some colloquial and idiomatic language appropriately in texts.	4.11 Writes a variety of texts, demonstrating some overall cohesion and coherence. <i>Evident when students, for example:</i> - Write cohesive paragraphs reflecting distinct ideas. - Write appropriate opening and closing sentences within a text or a paragraph. - Incorporate a number of identifiable stages in common text types (classification, description, details in reports; orientation, complication, resolution in narratives). - Use introductory topic sentences to announce the idea of the paragraph ('Pollution is spoiling our environment for these reasons...'). - Use common aspects of formal and informal tone or register appropriately (in dialogue). - Use simple linking expressions such as so, too, also, as well as in sentences ('Water is part of our life so we must protect it'). - Link ideas using relative clauses with varying accuracy ('The ozone defend the earth of ultraviolet light who can cause cancer to skin'). - Combine simple sentences into complex ones using common conjunctions and relative pronouns. - Use a range of language for classification, emphasis and exemplification (it belongs to, it is called; indeed, in other words; such as, for instance). - Use simple conditionals in writing for argument or hypothesising ('If it keeps increase there will be no more place for people to live...'). - Use appropriate time sequence references (When the mixture was heated the liquid evaporated. The gas was then collected.). - Use direct or indirect speech appropriately in context ('He said he didn't like it'; 'He said, "I don't like it"'). - Use common words in specific ways (state of matter, and State of NSW). - Use a range of antonyms and synonyms in descriptive writing. - Use a set of common specialised words (technical or non-technical terms appropriate to a topic area). - Use common abstract nouns as verbs or adjectives ('can't development' for develop; 'he had to be responsibility for everything' for responsible). - Use a number of simple modals (can't, could, should, must).	4.12 Makes use of discussion and reflection to enhance the writing process. <i>Evident when students, for example:</i> - Confer and cooperate in groups for planning or writing. - Participate actively in conferencing and brainstorming as a pre- and post-writing exercise. - Defer revision and editing of text until a first draft has been written. - Revise text beyond word or phrase level (reverse the order of paragraphs). - Consider alternative wordings when writing (substitute a more effective word by crossing out the original word). - Keep a learning journal such as a diary or a log. - Seek assistance about approach or language needed for a writing task (nature or sequencing of events or ideas). - Generate ideas before writing (by constructing a concept map).

Level 5

Statement

Oral Interaction

Students at level five communicate in familiar social and classroom situations, extracting relevant information from spoken English and elaborating in coherent speech on some ideas. They consider how interpersonal and cultural contexts affect communication in English. At this level students show understanding of spoken English, cueing in to key organisational and language features and demonstrating control over a basic oral repertoire. They use their knowledge of oral and written English to sustain and monitor their conversations.

Reading and Responding

Students at level five read with understanding a range of texts, including those remote from their personal experiences. They interpret mainly at a literal level and use the information for other purposes, displaying awareness of how information is organised and presented in English texts. They cue into key organisational and language features of texts and apply strategies to enhance their comprehension and learning.

Writing

Students at level five communicate on a range of familiar topics and incorporate language and ideas drawn from different sources in response to the varying demands of the classroom. They adjust the form of writing to contexts, purposes and audiences. They write a number of coherent texts demonstrating some flexibility and control over a range of key organisational and language features, and focus on planning and editing their writing to improve its range and expression.

Table of outcomes – Level Five

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech. <i>see page 55</i>	5.2 Considers how interpersonal and cultural contexts affect communication in English. <i>see page 55</i>	5.3 Shows understanding of spoken English, cueing in to key organisational and language features and demonstrating control over a basic oral repertoire. <i>see page 55</i>	5.4 Uses knowledge of oral and written English to sustain and monitor spoken English. <i>see page 55</i>
READING AND RESPONDING	5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes. <i>see page 57</i>	5.6 Demonstrates awareness of how information is organised and presented in English texts. <i>see page 57</i>	5.7 Interprets texts, cueing into key organisational and language features. <i>see page 57</i>	5.8 Applies basic text access strategies to enhance comprehension and learning. <i>see page 57</i>
WRITING	5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom. <i>see page 58</i>	5.10 Adjusts the form of writing to intended contexts, purposes and audiences. <i>see page 58</i>	5.11 Writes a number of coherent texts, demonstrating some flexibility and control over key organisational and language features. <i>see page 58</i>	5.12 Focuses on planning and editing writing to improve its range and expression. <i>see page 58</i>

LEVEL 5 Oral Interaction

Communication

At level 5, a student

5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.

Evident when students, for example:

Receptive pointers

- Listen for relevant information when questions are given beforehand (audio-visual materials such as Behind the News).
- Show recognition of the same idea expressed in different words.
- Follow a complex set of oral instructions or directions related to a game or learning activity (follow a route with the use of maps).
- Demonstrate awareness of when fact and viewpoint are being expressed.

Language and cultural understanding

At level 5, a student

5.2 Considers how interpersonal and cultural contexts affect communication in English.

Evident when students, for example:

Receptive pointers

- Identify when intonation, volume, stress, pacing and repetition in English support and convey meaning (for emphasis in story telling, recounting news).

Language structures and features

At level 5, a student

5.3 Shows understanding of spoken English, cueing in to key organisational and language features and demonstrating control over a basic oral repertoire.

Evident when students, for example:

Receptive pointers

- Understand a range of simple tag questions.
- Identify a number of sequence markers indicating steps in an oral instruction (First... Then... After that... Finally...).

Strategies

At level 5, a student

5.3 Uses knowledge of oral and written English to sustain and monitor spoken English.

Evident when students, for example:

Receptive pointers

- Rely on key content words or discourse markers to follow an extended text ('In the end').

LEVEL 5 Oral Interaction (cont...)

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 5, a student</i>	<i>At level 5, a student</i>	<i>At level 5, a student</i>	<i>At level 5, a student</i>
5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.	5.4 Considers how interpersonal and cultural contexts affect communication in English.	5.3 Shows understanding of spoken English, cueing in to key organisational and language features and demonstrating control over a basic oral repertoire.	5.5 Uses knowledge of oral and written English to sustain and monitor spoken English.
<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>
Communicative pointers	Communicative pointers	Communicative pointers	Communicative pointers
- Engage in transactions and simple negotiations with peers (organising, planning and presenting a group project or special event). - Negotiate topics and scope of learning activities with teachers or other adults. - Negotiate conflict situations in classroom (apologising, suggesting, clarifying). - Give a summary of a story or narrative referring to setting, characters and plot of fairy tales, legends or Aboriginal Dreaming stories. - Recount main ideas with some relevant detail from a range of factual texts (book reports, biographies, descriptions). - Recount the views and statements of others. - Explain things to other students in English (key stages of a science experiment). - Interview familiar members of home or school community to elicit structured responses through a prepared format (project on job profiles, family trees). - Make simple hypotheses and generalisations.	- Talk simply about cultural differences related to communication (eye contact, distance, use of gesture, touch). - Talk about the appropriateness of forms of politeness in different contexts. - Use suitable simple formal language to welcome, introduce and thank visiting speakers.	- Use direct and reported speech with varying degrees of accuracy. - Express simple relationships through comparisons and contrasts (bigger than, like, only). - Use simple conditionals ('If plants don't get water, they die').	- Rely on word knowledge to create new words (interest/interesting/interested). - Use circumlocution—talk around a topic—to compensate for vocabulary inadequacies. - Self- correct ('Bun always...um...blow...blew the candle'). - Rehearse presentations to enhance fluency and accuracy. - Make modifications to presentations (change order of ideas). - Use a range of fillers to sustain conversations ('Really', 'OK', 'umm', 'er'). - Elect to work with either English-speaking peers or L1 peers. - Correct other ESL speakers.

LEVEL 5 Reading and Responding

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 5, a student</i>	<i>At level 5, a student</i>	<i>At level 5, a student</i>	<i>At level 5, a student</i>
5.6 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes. <i>Evident when students, for example:</i> - Identify main events and relevant supporting detail in a narrative text. - Discuss motivation and emotions of character from reading of a story. - Deal with texts mainly at a literal level (poems, allegories, legends, newspaper articles). - Recall and summarise the main ideas from fiction and non-fiction texts. - Extract and manipulate key ideas from a text for problem-solving (mathematical problem, simulation or role-play). - Identify simple argument in a text. - Find specific detail or information from a range of factual texts (answer 'how and why' comprehension questions). - Transfer information from texts into given formats (tables, diagrams, story maps). - Draw conclusions, make choices and decisions on the basis of information and data gained from various sources. - Collect, organise and analyse information from a text according to guidelines (in diagrammatic form, such as flow charts, graphs). - Identify suitable texts or sources of information on a topic.	5.6 Demonstrates awareness of how information is organised and presented in English texts. <i>Evident when students, for example:</i> - Identify major progression in stories in English (move from real life to fantasy, presentation of events in flashbacks). - Identify the perspective of a story (through the story teller's voice, first person, third person). - Identify some common social and literary stereotypes in texts (villains and heroes, traditional gender roles). - Identify key aspects of a narrative (theme, plot, final resolution). - Compare text types in different learning areas (procedures, explanations). - Identify important conventions of texts (chapters in a book, sections in a chapter, book contents and index). - Identify stylistic text conventions for special effects (use of parentheses, italicisation, bold type). - Understand that shades of meaning are expressed through a choice of synonyms (strolled, walked, marched).	5.7 Interprets texts, cueing into key organisational and language features. <i>Evident when students, for example:</i> - Identify common expository text patterns (description, comparison/contrast, cause/effect, problem/solution). - Identify the main stages in the organisation of a specialised text (a science report). - Identify common patterns of given and new information in sentences within a text (Eruptions occur when magma and gases are forced up under pressure through weaknesses in the earth's crust. When the magma emerges on to the surface it is called lava. This lava...). - Identify key words and phrases relating to the theme of a text (by highlighting). - Identify chains of words referring to concepts developed throughout the text (bees, insects, swarms, colony). - Show understanding of the meaning of noun phrases following verbs of saying and thinking (Scientists are very concerned about the rise in the level of carbon dioxide in the atmosphere). - Identify common explicit cohesive markers signalling the organisation of the text across paragraphs (also, finally, to sum up). - Identify words with general and specialised meaning (elastic in general and scientific contexts; state in scientific and political contexts; table and solution in maths, science and other learning areas). - Relate the meanings of subject-related vocabulary to common Latin or Greek roots (predict, dictation, dictator to dict (say); photograph, telegram, graffiti to graph/gram (write)).	5.8 Applies basic text access strategies to enhance comprehension and learning. <i>Evident when students, for example:</i> - Re-read several times to confirm details of incompletely understood information. - Restate a difficult sentence more simply to check meaning. - Use knowledge of grammatical structures to decode complex sentences (in cloze activities). - Ask for guidance and support from the teacher to accomplish specialised reading tasks. - Formulate key questions to help identify information from a text. - Check information from a text for completeness and accuracy. - Incorporate new vocabulary from texts into personal vocabulary (specialised terminology). - Use a dictionary or thesaurus to check understanding of key words.

LEVEL 5 Writing

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 5, a student</i> 5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom. <i>Evident when students, for example:</i> • Use own writing for personal reflection (personal journal writing). • Write from the viewpoint of a designated character in a story. • Emulate literary forms such as poetry and dialogue, drawing on studied models. • Sustain an argument on a simple point of view and come to a conclusion (why students shouldn't smoke). • Write logically, incorporating relevant information (in giving an account of a motor accident). • Write a report attempting to incorporate information from two or three different sources (by summarising, paraphrasing or copying). • Maintain an appropriate balance between general ideas and supporting detail in texts.	<i>At level 5, a student</i> 5.10 Adjusts the form of writing to intended contexts, purposes and audiences. <i>Evident when students, for example:</i> • Show some awareness of audience in writing (consider how much the reader may already know about the topic before writing). • Identify important common differences between spoken and written texts (that informal spoken texts are loosely organised and that choice of vocabulary and structure may vary). • Identify inappropriate use of register in own writing (use of slang in formal text). • Establish a relationship with the reader throughout the text (through stance taken, use of inclusive we). • Choose a style and vocabulary appropriate to the perceived reading level of the audience (when writing for young children). • Use fitting detail in descriptions and stories. • Use a variety of formats suited to the purpose to support or illustrate written texts (diagrams, graphs, tables). • Sustain an appropriate tone throughout a text. • Use appropriate content language for different subject areas.	<i>At level 5, a student</i> 5.11 Writes a number of coherent texts, demonstrating some flexibility and control over key organisational and language features. <i>Evident when students, for example:</i> • Write texts alternating between narrative, dialogue and indirect speech. • Use aspects of register suited to the text type (use of passive voice as part of an objective description in a science report). • Use a variety of connectives avoiding mechanical repetition (then, after that, later, when). • Use a range of conjunctions to relate ideas across sentences or paragraphs in a text (although, yet, however). • Use some cohesive phrases that link ideas expressed in preceding sentences and paragraphs (as a result, due to, for these reasons). • Use topic sentences within as well as at the beginning of paragraphs to unify ideas within a paragraph. • Manipulate given and new information within sentences to maintain coherence in texts. • Make generalisations using timeless present tense or non-human participants ('rainforests provide...', 'timber is used...'). • Use a range of expressions that signal personal opinion ('In my view...', 'My opinion is that'). • Write sentences using relative clauses with some accuracy ('The water that comes from the sea returns to the sea'). • Use simple past and continuous tenses with some consistency in narratives and reports. • Express possibility, probability, obligation or doubt through use of modals such as may, might, could and should. • Balance and vary noun and pronoun references in texts (in referring to multiple characters in stories). • Use a range of adjectival expressions for descriptive purposes ('many attractive places', 'other dangerous people'). • Use some simple rhetorical devices in writing (rhetorical questions).	<i>At level 5, a student</i> 5.12 Focuses on planning and editing writing to improve its range and expression. <i>Evident when students, for example:</i> • Plan extended writing (a research project). • Select suitable materials from a range of sources. • Redraft to improve suitability for intended audience (make significant changes to text in the light of responses). • Check writing to ensure spelling and punctuation are correct. • Take notes from books or while listening to assist in writing a text. • Identify some unintended meanings in own writing. • Monitor own writing to check for habitual errors. • Proofread for clarity and accuracy of meaning.

Level 6

Statement

Oral Interaction

Students at level six communicate in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources. They show awareness that effective spoken English requires speakers to adapt their language to the perceived needs and expectations of listeners. At this level students interpret and create spoken texts in ways that show a developing control over subject specific registers. They use planning and reflection to improve the range, fluency and accuracy of their oral language.

Reading and Responding

Students at level six read with understanding a range of authentic texts for varying purposes. They make justifiable interpretations beyond a literal level, relating a text's format, structure and choice of language to its purpose. They interpret complex language used for a range of purposes and select reading strategies suited to the text and the task.

Writing

Students at level six communicate on a range of topics, marshalling their ideas through a variety of well-known text types and taking some account in their writing that readers react to writing texts according to their experiences, interests and values. They write a variety of coherent texts characterised by a cohesive and flexible use of language and plan and revise their writing to enhance its fluency, accuracy and readability.

Table of outcomes – Level Six

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources. <i>see page 61</i>	6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners. <i>see page 61</i>	6.3 Interprets and creates spoken texts in ways that show a developing control over subject-specific registers. <i>see page 61</i>	6.4 Uses planning and reflection to improve range, fluency and accuracy of oral language. <i>see page 61</i>
READING AND RESPONDING	6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level. <i>see page 62</i>	6.6 Relates a text's format, structure and choice of language to its purpose. <i>see page 62</i>	6.7 Interprets complex language used for a range of purposes. <i>see page 62</i>	6.8 Selects reading strategies appropriate to the nature of text and task. <i>see page 62</i>
WRITING	6.9 Communicates on a range of topics, marshalling ideas through a variety of well-known text types. <i>see page 63</i>	6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values. <i>see page 63</i>	6.11 Writes a variety of coherent texts characterised by a cohesive and flexible use of language. <i>see page 63</i>	6.12 Plans and revises writing to enhance its fluency, accuracy and readability. <i>see page 63</i>

LEVEL 6 Oral Interaction

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 6, a student</i>	<i>At level 6, a student</i>	<i>At level 6, a student</i>	<i>At level 6, a student</i>
6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources. <i>Evident when students, for example:</i> Receptive pointers - Understand an unfamiliar speaker on a familiar topic. - Record and organise spoken information to set guidelines (use diagrams, graphs, tables). Communicative pointers - Contribute to group activities by clarifying task goals and time limits, requesting or accepting opinions, negotiating roles and suggesting procedures. - Paraphrase content of short oral and written texts. - Use common colloquialisms in everyday interactions. - Use appropriate register for different situations and functions (in the playground, in the classroom, in student/teacher, student/student exchanges). - Organise and present ideas in a short talk to an audience (on personal or shared experience, report, class excursion, science experiment).	6.2 Shows awareness that effective spoken English requires speakers to adapt language according to the perceived needs and expectations of listeners. <i>Evident when students, for example:</i> Receptive pointers - Identify basic information needs and interests of an audience (by including content of known interest to listeners in a talk). Communicative pointers - Show understanding that speakers need to provide background information for listeners in particular situations (in initiating face-to-face or telephone conversations, retelling a story, recounting a news report, reporting an experiment). - Monitor responses from an audience while speaking (respond by changing content, direction or length of delivery of a prepared talk). - Demonstrate awareness of differences between speaking formally and informally (use slang and colloquial language where appropriate). - Show awareness of the appropriate polite register when speaking to adults. - Use suitable language to engage listeners' attention when beginning to speak. - Discuss some common rules or expectations of conversation (how to interrupt). - Add further information or rephrase to make meaning clearer.	6.3 Interprets and creates spoken texts in ways that show a developing control over subject-specific registers. <i>Evident when students, for example:</i> Communicative pointers - Use some common modals to express shades of meaning of probability, certainty, necessity or obligation (could, must, should, might). - Use a set of terms specific to a topic, including technical terms (photosynthesis, chlorophyll, expiration). - Make variable use of common abstract nouns across learning areas (state: state of matter, State or Territory, state of affairs). - Use a range of discourse markers (however, unless, although). - Use some relative clauses ('I saw the video that described the experiment'). - Use post modifiers ('the math test with all the graphs'). - Use a range of conventional phrases for specific purposes ('Would you mind if...', 'to sum up...').	6.4 Uses planning and reflection to improve range, fluency and accuracy of oral language. <i>Evident when students, for example:</i> Receptive pointers - Recall spoken text by means of notes. - Assess their own information needs and purposes before listening or viewing. - Check completeness and accuracy of information gained from spoken communication. Communicative pointers - Compensate effectively for avoiding difficult structures by rephrasing. - Plan and organise talks using outlines or notes (use notes as an aid to memory when giving a talk to class). - Evaluate their own communication against given criteria.

LEVEL 6 Reading and Responding

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 6, a student</i>	<i>At level 6, a student</i>	<i>At level 6, a student</i>	<i>At level 6, a student</i>
6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.	6.6 Relates a text's format, structure and choice of language to its purpose.	6.7 Interprets complex language used for a range of purposes.	6.8 Selects reading strategies appropriate to the nature of text and task.
<i>Evident when students, for example:</i> - Read extensively as well as intensively (refer to current issues as reported in newspapers). - Participate in class/group discussions of text interpretations. - Give own opinion of a text and compare it with others' opinions. - Discuss characters and their motivations in a story. - Describe the mood and setting of a story. - Order factual information from texts hierarchically (use note outlines, structured overview). - Identify main and supporting points of a text for note-taking, precis writing, retelling. - Order information from texts, choosing appropriately from several organising formats (classification of information, timeline for a series of events). - Distinguish between fact and opinion. - Select key information for a purpose, rejecting irrelevant and unimportant information. - Hypothesise using information from the text (about author, character, ideas, events). - Find and record information from a variety of sources (libraries, reference material). - Make comparisons between different texts by the same author or make judgements about different texts on the same topic.	<i>Evident when students, for example:</i> - Identify social purposes of a range of text types (myths, biographies, recipes, explanations). - Infer the purpose, audience and context of particular texts (by discussing advertisements aimed at targeted groups). - Identify how parts of a narrative engage the reader's attention (the effect on the reader of the introduction, plot development and final resolution of a story). - Demonstrate understanding of well-known idioms in context (pull up your socks, up the creek). - Identify a range of common expository text patterns (description, explanation, problem/solution, discussion). - Relate organisational features of text to their purpose (different uses of chapter headings in factual and fictional books). - Identify emphasis within a text and relate it to the author's purpose (reiteration, repetition, paraphrasing). - Identify formal and informal styles of language in common texts. - Distinguish between what a text says and what it means (denotation and connotation). - Demonstrate understanding of some literary devices such as metaphors and similes in context (sour grapes). - Explain and identify common euphemisms (passed away).	<i>Evident when students, for example:</i> - Relate cohesive phrases to the ideas they refer to in other paragraphs (these hypotheses will be tested...; for these reasons...; the following procedures...). - Identify key content words and phrases that convey the ideas and themes in a text. - Relate words referring to the same concept to their overarching term within a text (magma and lava with molten material). - Show understanding of causal or hypothetical statements using embedded clauses (If the temperature rises, the polar caps may melt, with the result that thousands of square kilometres of low-lying land would be covered by the increase in sea levels). - Show understanding of meaning of noun phrases acting as subject in sentences (The gap between East and West has also been widened). - Identify agent, action and consequence in sentences using the passive voice (The Assyrians were hated by the conquered people who rose against them and Nineveh in its turn was completely destroyed). - Recognise the meaning of words expressing degrees of probability, possibility or obligation (ought, should have, may, might). - Recognise specialised non-technical words used in technical texts (eventual, subsequent, progressively).	<i>Evident when students, for example:</i> - Browse through fictional and non-fictional books to choose suitable material. - Assess their own information needs and purposes for reading tasks and identify suitable sources. - Check understanding of what is required from a written task. - Use knowledge of the purpose of text types to predict content of texts (a formal letter of application, a science report). - Take notes when reading texts for information and organise them for learning purposes. - Assess information from texts for relevance, accuracy and completeness. - Glean information from titles, headings and pictures and use headings and sub-headings to help find information. - Use a table of contents and an index to skim for and find information. - Scan words or sentences to locate key information in texts (focus on first and last sentence of a paragraph in expository texts). - Scan topic sentences, paragraphs and chapters of texts for specific information.

LEVEL 6 Writing

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 6, a student</i> 6.9 Communicates on a range of topics, marshalling ideas through a variety of well-known text types. <i>Evident when students, for example:</i> • Write a variety of fictional or non-fictional narratives using orientation, complication and resolution. • Write imaginative narratives showing plot development and character portrayal. • Write an explanation of a complex process (how an oil refinery works). • Write an argumentative text sustaining a single point of view (an exposition containing a number of supporting points). • Discuss an issue, identifying pros and cons to reach a conclusion (Should school uniform be compulsory?). • Write a relevant response to an essay topic. • Make reference to other sources in text (use quotations).	<i>At level 6, a student</i> 6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values. <i>Evident when students, for example:</i> • Refer to topical issues or current affairs when writing argumentative texts. • Use and sustain a register appropriate to subject content, purpose and audience. • Identify some culturally specific patterns of information presentation in own or others' writing (compare English discourse patterns with those of first language). • Show awareness that words may need to be carefully chosen because of social and cultural sensibilities (plump and fat, man and people). • Use common euphemisms appropriately (passed away).	<i>At level 6, a student</i> 6.11 Writes a variety of coherent texts characterised by a cohesive and flexible use of language. <i>Evident when students, for example:</i> • Develop some sub-topics in a text (by picking up points made in previous sentences or paragraphs). • Use formulaic expressions signalling transition in the argument of a text ('I now discuss...', 'Yet another problem...'). • Use a number of expressions that signal opinion (it is often argued that, despite this, according to). • Use a range of sophisticated linking expressions (in addition to, either, on the other hand, as a result). • Combine a number of ideas into a compound/complex sentence ('This happens because the sun's rays give out energy causing the vapour to rise'). • Incorporate reported or direct speech appropriately in a text ('The Prime Minister said that it was important...', 'The Prime Minister said, "It is important..."'). • Demonstrate varying control over correct tenses throughout a text ('Obviously she was tremendously unhappy. That's where the troubles will begin.'). • Demonstrate varying control over subject-verb agreement ('If he stay too long...'), modals ('She would have got any prize she wanted'), relative pronouns ('The people which died were...'), possessives ('I will explain briefly Victor character') and prepositions ('Talk about how Arthur was hurt about his late wife'). • Use some compact noun phrases in writing ('Check labels for environmentally unsafe chemicals, recycling paper and paper products'). • Demonstrate varying control over articles, regular and irregular plurals and mass count nouns ('She appeared to be very unhappy girl', 'We must protect the waters').	<i>At level 6, a student</i> 6.12 Plans and revises writing to enhance its fluency, accuracy and readability. <i>Evident when students, for example:</i> • Monitor own writing for irrelevant sentences, phrases or ideas. • Monitor own writing to check for unintended meanings. • Monitor own writing to check for persistent errors (spelling and grammar, omissions). • Plan with particular audiences in mind. • Monitor writing to ensure that register has been maintained. • Proofread to check for ways to improve flow of ideas (revise words, phrases or sentences that lack clarity or are ambiguous).

Statement

Oral Interaction

Students at level seven communicate in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. They identify and incorporate some non-literal language and some key cultural references into their speech. At this level students interpret and create coherent spoken texts with some control and flexibility over key organisational and language features. They monitor their spoken English for relevance and accuracy to link ideas across spoken texts.

Reading and Responding

Students at level seven evaluate given texts with reference to their validity and quality. They justify their own reading of a text in relation to the readings of others, considering how the reader interacts with the text to construct its meaning. They relate their own response to their analysis of language use and features, and use a repertoire of strategies to interpret texts and monitor their own reading.

Writing

Students at level seven communicate effectively to fulfil the literacy and learning requirements of most written tasks across the school curriculum, adapting different aspects of their writing to take account of context, purpose and reader. They write a number of complex texts characterised by a personal style which shows a consistent control over textual features, and plan, revise and refine their writing to enhance its overall impact.

Table of outcomes – Level Seven

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. <i>see page 66</i>	7.2 Identifies and incorporates some non-literal language and some key cultural references in speech. <i>see page 66</i>	7.3 Interprets and creates coherent spoken texts with some control and flexibility over key organisational and language features. <i>see page 66</i>	7.4 Monitors spoken English for relevance and accuracy to link ideas across spoken texts. <i>see page 66</i>
	<i>see page 66</i>		<i>see page 66</i>	
READING AND RESPONDING	7.5 Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others. <i>see page 67</i>	7.6 Considers how the reader interacts with the text to construct its meaning. <i>see page 67</i>	7.7 Appraises texts, relating own response to analysis of language use and features. <i>see page 67</i>	7.8 Uses a repertoire of strategies to access and interpret texts and to monitor own reading. <i>see page 67</i>
	<i>see page 67</i>		<i>see page 67</i>	
WRITING	7.9 Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum. <i>see page 68</i>	7.10 Adapts different aspects of writing to take account of context, purpose and reader. <i>see page 68</i>	7.11 Writes a number of complex texts characterised by a personal style showing consistent control over textual features. <i>see page 68</i>	7.12 Plans, revises and refines writing to enhance its overall impact. <i>see page 68</i>
	<i>see page 68</i>		<i>see page 68</i>	

LEVEL 7 Oral Interaction

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 7, a student</i>	<i>At level 7, a student</i>	<i>At level 7, a student</i>	<i>At level 7, a student</i>
7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.	7.2 Identifies and incorporates some non-literal language and some key cultural references in speech.	7.3 Interprets and creates coherent spoken texts with some control and flexibility over key organisational and language features.	7.4 Monitors spoken English for relevance and accuracy to link ideas across spoken texts.
<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>	<i>Evident when students, for example:</i>
Receptive pointers - Follow the gist and some detail of a spoken text on a new topic at normal speed (on the media, visiting speakers). - Order information gained from spoken language, choosing a suitable organising format from a number. Communicative pointers - Interview familiar adults, eliciting predictable responses from a prepared format. - Argue coherently, with supporting evidence, for a point of view on an issue arising from texts (class discussions, debate). - Contribute to discussion about new topics. - Use English for a range of problem-solving activities related to subject areas (designing a science experiment). - Give a prepared talk, handling questions appropriately (five-minute talk on home country, author, artist, scientist). - Work with others in planning and organising activities (negotiate goals, methods, roles and times for completion).	Receptive pointers - Show understanding of words or phrases with metaphorical meanings (keeping one's head, bringing something to a head). - Identify some values or beliefs underlying spoken texts. - Identify purposes and features of spoken persuasive language (identify intended appeal of advertisements). Communicative pointers - Identify cultural references within spoken texts (Paradise, the bush, Ned Kelly).	Communicative pointers - Demonstrate use of cohesive prepared text (in a talk using notes). - Demonstrate variable use of the passive voice ('The experiment took place in a protected environment. The salt is put in the test tube.'). - Demonstrate variable use of conditionals ('If I multiplied by ten, I would get the answer'). - Use abstract nouns (belief, government, punishment). - Use some tag questions in conversation ('He went last night didn't he?', 'You're Japanese, aren't you?'). - Use non-elided forms for emphasis ('I am not', 'We will go').	Receptive pointers - Assess information gained from spoken communication for relevance, accuracy and completeness. Communicative pointers - Make connections between what a speaker has said and own ideas ('You know when you said...'). - Check own interpretation by paraphrasing or summarising ('Do you mean that ... ?'). - Use conventional phrases for taking turns ('Would you mind if...'). - Predict what a person is about to say (finish a sentence for that person).

LEVEL 7 Reading and Responding

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 7, a student</i>	<i>At level 7, a student</i>	<i>At level 7, a student</i>	<i>At level 7, a student</i>
7.5 Evaluates a given text with reference to its validity and quality, justifying own reading of a text in relation to the readings of others.	7.6 Considers how the reader interacts with the text to construct its meaning.	7.7 Appraises texts, relating own response to analysis of language use and features.	7.8 Uses a repertoire of strategies to access and interpret texts and to monitor own reading.
<i>Evident when students, for example:</i> - Critically evaluate information from the media (newspapers, magazines and advertising material). - Identify a range of culturally-based values and perspectives in texts reflecting author attitudes and bias (gender stereotypes, persuasive language). - Refer to the text to support a point of view. - Identify ancillary themes that contribute to the development of a text (plot, subplot). - Distinguish between main and ancillary themes in factual and fictional texts. - Interpret a text on more than one level (read between the lines). - Identify key assumptions underlying a text. - Identify contradictions in a text. - Identify some issues and implications arising from a text. - Describe aspects of an author's stance or position on the basis of the text. - Discuss different interpretations of a text (agree or disagree with an author's point of view). - Summarise the viewpoints represented in different texts. - Identify what is required from complex task instructions (compare and contrast, explain and discuss in essay questions). - Investigate relevant and reliable sources of information.	<i>Evident when students, for example:</i> - Identify author's world view (writer with a pessimistic outlook on human nature as reflected in a short story). - Show understanding of some key cultural attitudes, beliefs and values underlying issues and language identified in texts (the quarter acre block, the one day of the year, the Dreaming). - Respond to subtle humour and some less common idioms and metaphors. - Recognise that argument in most English texts is developed in a linear and economical fashion and contrast with own culture. - Identify misinterpretation of a text due to the reader's cultural background or experiences. - Recognise that even factual material can be differently interpreted and acknowledge alternative interpretations of text. - Identify that different subject areas use different perspectives and organisation when treating the same events, topics or issues (economics and history texts about the same event). - Identify the kind of reader assumed by the author of a text (a text presupposing a non-specialist reader or an expert).	<i>Evident when students, for example:</i> - Identify relationships between paragraphs (track the development of information and ideas throughout a text). - Extrapolate from a text its main organising categories and structures of information (problem/solution pattern). - Recognise complex cohesive markers used to link ideas within and across sentences (although, nevertheless). - Identify key words and phrases developing the major or minor themes of a text (by highlighting). - Identify the features of persuasive language designed to manipulate the reader (selection of vocabulary, emotive language, persuasive techniques, appeal to audience in advertising). - Identify the language used for concealment (evasion jargon, ambiguity). - Identify the language used to convey mood and feeling in a text (selection of vocabulary, imagery or metaphor). - Recognise language that signals opinion and qualifies argument (It is believed that...; Some would say...). - Show understanding of 'dense' phrases used either as subjects or objects of a sentence (The result of this public concern has been a decline in the amount of packaging in landfills and incinerators).	<i>Evident when students, for example:</i> - Vary rate of reading for different purposes and text difficulty. - Re-read and track cohesion within a text to verify understanding. - Pause to think and review what has been read (ask questions of the text/teacher; assess knowledge gained after reading text). - Define the purpose of the information being researched and the specific need of the information-user before reading. - Use knowledge from a reading of other texts to evaluate a new text on a related topic (scan the new text for new information only). - Use dictionaries and glossaries to check shades of meaning and unfamiliar vocabulary.

LEVEL 7 Writing

Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 7, a student</i>	<i>At level 7, a student</i>	<i>At level 7, a student</i>	<i>At level 7, a student</i>
7.9 Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum. <i>Evident when students, for example:</i> - Write creative or reflective personal responses to a text. - Sustain features of a given text such as characterisation, tone, mood and style (when completing an unfinished text). - Support and develop a theme in a text (loneliness in a poem about old age). - Experiment with complex time movements in plot (flashbacks, parallel plots). - Show subtlety of expression through appropriate use of devices such as metaphor, imagery, humour and irony. - Write texts reflecting a personal style. - Write with some effect in a range of styles for classroom tasks and school audiences. - Rewrite texts to suit own purposes (present information found in a report as a recount). - Summarise and synthesise information from a number of sources and use the information in a text. - Develop an argument with some recognition of opposing viewpoints (write an essay involving discussion, argument, counter-argument, as required).	7.10 Adapts different aspects of writing to take account of context, purpose and reader. <i>Evident when students, for example:</i> - Adapt text types and vary style in writing to suit different contexts for individual purposes (creative use of writing and writing conventionally in different subject areas). - Select suitable medium for intended message (choose to write a poem about home as opposed to writing an expository text). - Relate arguments to relevant current issues. - Demonstrate awareness that stereotyping should be avoided in characterisation. - Write about values and beliefs assumed by an author in a written text. - Include cultural references shared by the reader. - Mimic or parody particular styles (write a fairy story set in modern times).	7.11 Writes a number of complex texts characterised by a personal style showing consistent control over textual features. <i>Evident when students, for example:</i> - Define or redefine an issue or question to develop an argument. - Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that; some might). - Make complex comparisons in an argumentative text or in a discussion using appropriate phrases (is the largest, is similar to, not so useful as, rather than, instead of). - Use irony or humour for effect. - Use a variety of content-related words and phrases in a text. - Demonstrate consistent control over subject-verb agreement. - Write texts reflecting a range of tenses and appropriate use of active and passive voice ('Soang's family had moved to where they were told to go and worked as slaves for their new masters'). - Use the language of exemplification in writing about the significance of literary texts (this reveals, this symbolises, this shows evidence of). - Use complex conditionals ('They would have gone if they had received the message on time'). - Use specialised language to define or describe abstract concepts ('The water cycle is the movement of water from the earth to the atmosphere'). - Demonstrate consistent control over noun-pronoun agreement, articles and mass count nouns, relative pronouns (who, whose, which, that), third person singular s, plural s and possessive s. - Demonstrate consistent control over prepositions and prepositional phrases.	7.12 Plans, revises and refines writing to enhance its overall impact. <i>Evident when students, for example:</i> - Change writing plan when editing to communicate more effectively (add, delete or move information). - Edit at the whole-text level for coherence and focus. - Edit text for precision and clarity (remove superfluous information from texts when rewriting). - Check writing to ensure consistency of tenses. - Engage the reader's attention or interest at the start of a text (write a provocative opening sentence). - Review text to refine expression through vocabulary choice (use a thesaurus to find synonyms for words overused in a text). - Mix tenses for creative or dramatic purposes.

Level 8

Statement

Oral Interaction

Students at level eight communicate effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity. They show understanding of how values, perspectives and feelings are expressed through the language of spoken texts and reflect that awareness in their own language. At this level students interpret complex spoken English used for a range of purposes and create spoken texts that demonstrate some clarity, cohesiveness and versatility of expression. They monitor the language patterns and communicative techniques in speech to enhance and sustain oral communication.

Table of outcomes – Level Eight

	Communication	Language and cultural understanding	Language structures and features	Strategies
ORAL INTERACTION	8.1 Communicates effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity. <i>see page 71</i>	8.2 Shows understanding of how values, perspectives and feelings are expressed through spoken English and reflects that awareness in own language. <i>see page 71</i>	8.3 Interprets complex spoken English used for a range of purposes and creates spoken texts that demonstrate some clarity, cohesiveness and versatility of expression. <i>see page 71</i>	8.4 Monitors language patterns and communicative techniques in speech to enhance and sustain communication. <i>see page 71</i>

LEVEL 8 Oral Interaction

Communication

At level 8, a student

8.1 Communicates effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity.

Evident when students, for example:

Receptive pointers

- Understand English at normal speed (instructional TV programs, TV news programs).
- Follow a complex argument on familiar topics or themes and ask appropriate and relevant questions (radio tapes, talks).
- Extrapolate the main organising categories of information from a spoken text.
- Define the nature and purpose of information being sought before listening or viewing.
- Evaluate the quality and validity of information gained from spoken communication.

Communicative pointers

- Use English for a range of complex problem-solving activities (planning a journey using maps, tourist brochures and timetables).
- Negotiate a solution to a complex issue (complain to a person in authority, explaining the situation, suggesting a course of action; make work experience arrangements with an employer).
- Interview members of the community, eliciting open-ended responses to questions.
- Participate in formal class debates.
- Elaborate on themes and issues in discussions (put forward an argument that takes account of opposing points of view in a discussion).
- Engage in lengthy conversations on less predictable topics with native speakers and peers.
- Pose problems, hypothesise and formulate questions about abstract issues (development vs conservation).
- Give an extended explanation and evaluation of a concept, issue or process, handling questions appropriately (leisure, racism, transport system).
- Use questions to change the direction of a discussion or to introduce a new perspective.
- Take a leading role in group project activities (by determining objectives, planning time frame, organising work).

Language and cultural understanding

At level 8, a student

8.2 Shows understanding of how values, perspectives and feelings are expressed through spoken English and reflects that awareness in own language.

Evident when students, for example:

Receptive pointers

- Identify the effects of devices such as rhythm, metaphor and repetition.
- Identify implied meanings from spoken language (innuendo, racist attitudes).

Communicative pointers

- Understand and use conventions in English relating to such things as assertiveness, politeness and reasonableness.
- Show awareness of the way language shapes our perception of self and others (use non-sexist and non-racist vocabulary).
- Demonstrate understanding of cultural norms relating to gender inclusivity (give a talk about sport to a mixed audience using examples from both male and female sports).

Language structures and features

At level 8, a student

8.3 Interprets complex spoken English used for a range of purposes and creates spoken texts that demonstrate some clarity, cohesiveness and versatility of expression.

Evident when students, for example:

- Use formal conventions associated with public speaking (hosting, welcoming, chairing, summing up, proposing a vote of thanks).
- Participate in conversations with native speakers involving changes of topic and register.
- Use a range of modality and modulation (perhaps, clearly, obviously, must, should, right to).
- Use a range of emotive and persuasive terms (appalling, shame, unacceptable).
- Use third order conditionals with some degree of accuracy ('If I had understood the text I would have answered the question').
- Understand and use embedded sentences ('The Buddhist, who lived in a monastery,...').
- Use perfect tense verb forms appropriately ('I have been in Australia since...').
- Understand and use passive voice ('The homework has been done').
- Demonstrate variable correct use of articles and prepositions.
- Sustain correct use of tenses throughout a spoken text.
- Speak English that is still accented but not to a degree that interferes with comprehensibility.

Strategies

At level 8, a student

8.4 Monitors language patterns and communicative techniques in speech to enhance and sustain communication.

Evident when students, for example:

- Seek out reliable sources as models for good English.
- Discuss uses of English with teachers.

Glossary

accent

Pronunciation that tells the listener something about the speaker's background.

A person's pronunciation may show:

- (a) whether or not the speaker is a native speaker of the language (*She speaks English with a German accent.*)
- (b) what social class they belong to (a lower middle class accent)
- (c) the region or country they come from (an American accent).

article

A word used with a noun which shows whether the noun refers to something definite or indefinite. English has two articles: the definite article *the* and the indefinite article *a* or *an*.

authentic

The degree to which language teaching materials have the qualities of natural speech or writing.

For example, texts taken from such sources as newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programs are called authentic materials.

A teacher often uses controlled rather than authentic texts or tapes in an ESL classroom.

bilingual

A person who knows and uses two languages.

The word bilingual usually means a person who speaks, reads, or understands two languages equally well (a balanced bilingual), but bilingual people usually have a better knowledge of one of their languages.

For example, bilingual people may:

- (a) be able to read and write in only one language
- (b) use their languages in different situations (one language at home and the other at work)
- (c) use each language for different communicative purposes (one language for talking about personal feelings).

cloze exercise/activity

A technique for measuring reading comprehension. In a cloze test, words are removed from a reading passage at regular intervals, leaving blanks (for example, every fifth word may be removed). The reader must read the passage and try to arrive at the missing words. The reader usually chooses a word that is appropriate or acceptable in the text.

cognitive

Mental processes and resources which the learner employs in language learning.

coherence/coherent

The relationships that link the meanings of utterances in a discourse or the sentences in a text. These links may be based on the speakers' shared knowledge. Generally a paragraph has coherence if it is a series of sentences that develop a main idea (that is, with a topic sentence and supporting sentences which relate to it).

cohesion

The grammatical and lexical relationships between the different elements of a text. The relationship may be between different sentences.

For example, Jenny and she in the following exchange:

A: *Is Jenny coming to the party?*

B: *Yes, she is.*

concept map

A diagrammatic way of representing the relationships between the key elements or concepts of a topic. The elements are usually organised in a hierarchy from the most general to the most specific.

direct speech

The style used in writing to report what a speaker actually said, without introducing any grammatical changes. This may be contrasted with indirect speech (also called reported speech) in which the speaker's words are not reported as they were actually said but are reported, for example, in the form of a *that* clause.

discourse

A general term for examples of language use, that is, language produced as the result of an act of communication. Whereas grammar refers to the rules a language uses to form grammatical units such as clauses, discourse refers to larger units of language such as paragraphs, conversations, and interviews.

embedded clause

The occurrence of a clause within another clause: *The news (that he had got married) surprised his friends.*

English as a second language (ESL)

- (1) The role of English for immigrant and other minority groups in English-speaking countries. These people may use their mother tongue at home or among friends, but use English at school and at work. This is sometimes called English for Speakers of other Languages, or ESOL.
- (2) The role of English in countries where it is widely used within the country (as a language of instruction at school, as a language of business and government, and of everyday communication by some people) but is not the first language of the population (as in Singapore, the Philippines, India, and Nigeria).

English as a second language program, (ESL/ESOL program)

A program for teaching English to speakers of other languages in English-speaking countries. ESL programs are generally based on particular language teaching methods and teach language skills (speaking, understanding, reading, and writing). They may be school programs for immigrant and other non-English-speaking children, used together with bilingual education or with regular school programs.

environmental print

Signs and labels within the child's familiar environment (for example, STOP, Coca-cola, labels on packets, tins and boxes).

expository text

A general term to describe writing which is mainly factual, impersonal and non-narrative.

first language

A person's mother tongue or the language acquired first. The first language may be the dominant language.

fluency

The features that give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

formula, formulaic language, formulaic expression

A segment of language made up of several morphemes or words that are learned together and used as if they were a single item, e.g. *How are you? My name is....* ESL students may not understand the use and meaning of all the individual words in a formula they use, but may understand the function of the formula.

function

The purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviour (requests, apologies, complaints, offers, compliments).

grammar

The structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.

information gap activity

An activity where certain information is known only by some of those present, and students must question and converse to exchange the missing information.

interlocutor

Someone engaged in a conversation.

interlanguage

The type of language produced by second language learners in the process of learning a new language.

intonation

Pitch patterns, speech rhythm, degree of loudness or softness in speech. Intonation is used to carry information over and above that which is expressed by the words in a sentence.

metaphor

A figure of speech in which something is described by stating another thing with which it can be compared. (*Her words **stabbed** at his heart.*).

metacognitive strategies

Thinking about the mental processes used in the learning process, monitoring learning while it is taking place, and evaluating learning after it has occurred (planning ways of remembering new words encountered in conversations with native speakers).

modal

Any of the auxiliary verbs indicating attitudes of the speaker or writer towards the state or event expressed by another verb (for example, may, might, can, must, would, could, shall, will, should).

modelled language

Language provided as a model (for example, a sentence, a question), for someone learning a language to imitate.

Morpheme

The smallest meaningful unit in a language. A morpheme cannot be divided without altering or destroying its meaning. Words can consist of one or more morphemes. Morphemes can have grammatical functions.

mother tongue

Usually a first language, which is acquired at home.

noun phrase

A group of words with a noun or pronoun as the main part. The noun phrase may consist of only one word (for example *Gina* in *Gina arrived yesterday*) or it may be long and complex (for example, all the words before *must* in: *The students who enrolled late and who have not yet filled in their cards must do so by Friday*).

phonetics

The study of speech sounds.

preposition

A word used with nouns, pronouns and gerunds to link them grammatically with other words. Prepositions may express such meanings as possession (the roof of the car), direction (to the bank), place (at the corner), time (before lunch).

register

(see style)

simile

A figure of speech in which something is compared to something else by the use of a function word such as *like* or *as* (*As cold as ice*).

stress

The pronunciation of a word or syllable with more force than the surrounding words or syllables. A stressed word or syllable is produced by using more air from the lungs.

style

- 1 Variation in a person's speech or writing. Style usually varies from casual to formal according to such things as the situation, the person or persons addressed, the location and the topic discussed.
- 2 A particular person's use of speech or writing at all times or to a way of speaking or writing at a particular period of time, e.g. Dickens' style, or for a particular purpose, e.g. writing a recipe.

subvocalise

A type of reading in which the reader pronounces words silently while reading, sometimes also making slight movements of the tongue, lips, and vocal cords.

tag

A word, phrase, or clause added to a sentence in order to give emphasis or to form a question.

*They're lovely and juicy, **these oranges**.*

*Jill's coming tomorrow, **isn't she?***

telegraphic speech

Speech that tends to leave out prepositions, articles and auxiliary verbs (*Me no eat apple.*)

tense

The relationship between the form of the verb and the time of the action or state it describes.

In English, verbs may be in the past or present tense. However, the present tense form for the verb is also used in:

- (a) timeless expressions: *The sun rises in the east.*
- (b) for future events: *I leave/am leaving next Monday.*
- (c) past events for dramatic effect: *Suddenly she collapses on the floor.*

Text

A spoken, written or visual communication. Oral texts include conversations and songs. Written texts include labels, letters and stories. Visual texts include posters, cartoons and advertisements.

A text may be considered from the point of view of its structure and/or its function. A full understanding of a text is often impossible without reference to its context.

tone

Height of pitch and change of pitch which is associated with the pronunciation of syllables or words and which affects the meaning of the word.

topic sentence

In writing, a sentence which describes the topic, purpose or main idea of a paragraph, that is, which states what the paragraph is about. A topic sentence may be the first sentence in a paragraph, the final sentence of a paragraph or it may be unstated or implied.

Sources

Adapted from:

Richards, J., Platt, J., Platt, H. 1992, *Longman Dictionary of Language Teaching and Applied Linguistics*, Longman, London.

National Languages and Literacy Institute of Australia 1993, *ESL Development: Language and Literacy in Schools*, Department of Education, Employment and Training, Canberra.

Appendix

National collaboration in curriculum

National collaboration on curriculum began in June 1986 when the Australian Education Council resolved to support the concept of a national collaborative effort in curriculum development in Australia to make the best use of scarce curriculum resources and to minimise unnecessary differences in curriculum between States.

By 1987, the AEC had identified five priority areas for collaboration: science, numeracy, literacy, languages other than English (LOTE), and English as a second language (ESL).

Three initiatives

The AEC took three significant initiatives in 1988. First, it set up a working party to develop a discussion paper for a national approach to monitoring student achievement 'which takes cognisance of the programs already in place or under development at the State and Territory level'.

Second, it decided to develop a statement of the national goals and purposes of education in Australia.

Third, it set up a project to map the mathematics and general curriculum in all States and Territories through a study of their curriculum documents. The project was managed by the Directors of Curriculum, comprising the senior officers responsible for curriculum in the States and Territories and senior officers in the Commonwealth and the non-government systems. These maps were completed in early 1989.

Landmark decision

In April 1989, the AEC saw the second initiative come to fruition when it endorsed the *Common and Agreed National Goals for Schooling in Australia*.

The AEC also agreed to 'strengthen further the effective collaboration which has occurred to date to enable greater effectiveness and efficiency in curriculum through the sharing of knowledge and scarce curriculum development resources across systems' and to 'remove unnecessary differences in curriculum between systems'.

Building on the work of the third initiative, the AEC decided to develop a statement on mathematics. This would include, within the framework of the agreed national goals, 'the knowledge and skills to which all students are entitled' and the 'agreed areas of strength in curriculum development which might be shared and built upon'. It also decided to set up three more mapping projects, this time in technology, science and English literacy.

Widening scope of activity

In October 1989, the AEC widened the scope of national collaborative curriculum activities to include a mapping of the social sciences and an audit of environmental education materials, followed by a map of the environment as a cross-curriculum study. In May 1990, it decided to include, as one of the terms of reference for the writing of curriculum statements, the principles and objectives of the *National Policy for the Education of Girls*. It also asked for an audit of Aboriginal education curriculum materials. This was followed in December 1990 by approval for statements to be developed in English, technology and science.

Profiles

In mid-1990, the working party set up in 1988 under the first AEC initiative presented its report. It recommended the development of profiles to describe students' learning outcomes at a number of levels. In December 1990, the AEC endorsed the development of two profiles—English and mathematics—by the Australasian Cooperative Assessment Program (ACAP). The profiles would 'provide a framework which can be used by teachers in classrooms to chart the progress of their students, by schools to report to their communities and by systems' reporting on student performance as well as being amenable to reporting student achievement at the national level'.

Eight areas of the curriculum

In April 1991, the AEC launched the projects in their final form by deciding that statements and profiles would be developed for eight broad learning areas, forming a template of the knowledge and processes to be taught and learnt in Australian schools. Most States and Territories had already adopted their own sets of key learning areas, which generally clustered around the eight areas of learning adopted by the AEC.

Career education in Australian schools

In 1989, the AEC established a working party on career education, which prepared a document entitled *Career Education in Australian Schools: National Goals, Student, School and System Outcomes and Evaluative Arrangements*. This was referred to CURASS by the AEC in June 1992 'to inform its consideration of career education components within the national collaborative curriculum and assessment framework'.

CURASS decided that career education in general and the document *Career Education in Australian Schools* in particular should be 'taken into consideration in the development of statements and profiles' especially in health and physical education and studies of society and environment.

Inclusivity

In 1992, CURASS decided to undertake two supplementary projects—one for students of English as a second language and the other for students with disabilities. These projects developed the national ESL Scales and the Towards Level 1 section in the profiles and helped ensure that these students had access to the profiles.

In addition, the Commonwealth funded two initiatives aimed in part to achieve high levels of inclusivity in national collaborative curriculum activities.

The first of these was the National Aboriginal and Torres Strait Islander Studies Project, made up of five sub-projects. The first led to the development of the *National Philosophy and Guidelines for Aboriginal Studies and Torres Strait Islander Studies, K–12*. The second secured the inclusion of Aboriginal studies and Torres Strait Islander studies and perspectives within the national statements and profiles. The other three sub-projects aimed to assist teachers in incorporating Aboriginal studies and Torres Strait Islander studies in their programs.

The second Commonwealth-funded project was the Gender Equity and Curriculum Reform Project. This had as one of its components the appointment of a gender equity consultant to each of the national collaborative curriculum projects to ensure that the principles and objectives of the *National Policy for the Education of Girls in Australian Schools* were incorporated into the design briefs, statements and profiles.

Project management

Until August 1991, development of statements was being managed by the Directors of Curriculum and the profiles by ACAP. This structure did not provide a close nexus between statements and profiles and so was replaced by the AEC Curriculum and Assessment Committee (CURASS), which managed all projects to completion.

CURASS assumed two major responsibilities: for consultation and for the progressive approval, through consensus, of draft statements and profiles. States, Territories and the Commonwealth had up to two representatives each on CURASS. Non-government systems and sectors were also represented, as were the government and non-government teachers' and parents' organisations. In June 1992, a secretariat was established to support CURASS.

The committee developed a series of guideline papers setting out its position on issues important to the projects. The papers described the nature of statements and profiles, dealt with the roles and functions of the committee itself, set out its processes of consultation, dealt with issues relating to inclusivity, and explored pedagogical implications.

The Directorate of School Education, Victoria, the Education Department of South Australia, and the New South Wales Department of Education and Training were contracted by CURASS to prepare *ESL scales*. The writers were Lynette Martin, Michael Michell, Lexie Mincham, Janet Saker and Selwyn Smith.

The statements and profiles were completed in their present forms in 1993. In July 1993, the AEC referred the documents to States and Territories.