



ENGLISH AS A SECOND LANGUAGE (ESL) COMPANION TO THE VICTORIAN ESSENTIAL LEARNING STANDARDS



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English as a Second Language

Introduction

The *English as a Second Language Companion to the Victorian Essential Learning Standards* provides a framework for assessing student achievement and developing effective learning programs for the many students in Victorian schools who are learning English as a second language.

These students are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language.

The ESL Companion provides an overview of:

- the broad stages of English language development
- an outline of the major components of ESL curriculum
- a set of standards describing the expectations for ESL learners.

Teachers should use the ESL standards to assist them when assessing and planning English language learning programs for ESL students.

Relationship with the Victorian Essential Learning Standards

The study of English, and the broader concept of literacy as it is described in the English Standards, is about the appropriate and effective use of English. This includes the use of English as a means of learning in all domains, and the development of knowledge about language, and English in particular. The goals for students learning English as a second language are the same, but their learning pathway to these goals is different. They need explicit English language teaching and extra time, support and exposure to English before the English Standards are appropriate. As the ESL standards map English language learning, they are presented in the same dimensions as the English standards.

ESL learners also need to understand and express their understanding using English in the three strands and all domains, so it is important that assessments of progress in all domains take into account students' development as learners of English. It is important that teaching programs in all domains are supportive of the needs of students still learning English. The ESL standards will assist teachers across all domains to understand the ESL learning pathway, and to take into account the learning needs of ESL students.

Structure of the ESL Companion

The ESL Companion is organised into eleven sections, one for each stage of ESL learning. Each stage includes a learning focus statement and a set of standards organised by dimension.

Stages of ESL learning

ESL students are a highly diverse group, including those:

- beginning school with minimal or no exposure to English, born overseas or in Australia
- entering school with little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English
- entering school with little or no exposure to English, but with little or no previous formal schooling
- entering school with some exposure to English, spoken and/or written.

The ESL standards accommodate this diversity in student background and the varying points of entry to school, by providing an overview of English language development within three broad bands of schooling:

- Lower primary: Prep to Year 2
- Middle/upper primary: Years 3 to 6
- Secondary: Years 7 to 10

Within each band, stages of ESL learning are described. They are structured as follows:

- Lower primary (Years P to 2) Two stages: A1 and A2
- Middle/upper primary (Years 3 to 6) Three stages: B1, B2 and B3
- Secondary (Years 7 to 10) Four stages : S1, S2, S3 and S4

These stages describe the development of students who are literate in their first language and who have had educational experiences similar to those that would be expected for their age group.

Students with little or no prior literacy learning

Two additional stages are also included to describe the initial learning of older students who have little or no literacy in any language, and who are beginning their schooling in Australia:

BL for middle/upper primary students

SL for secondary students.

Students are likely to move to stages B1 or S1 of the ESL standards after Stages BL or SL. They are likely to make quicker progress in learning to speak English than in learning to read and write it. When considering the progress of such students, teachers must always take into account the student's language and literacy learning background and any initial levels of literacy in the first language.

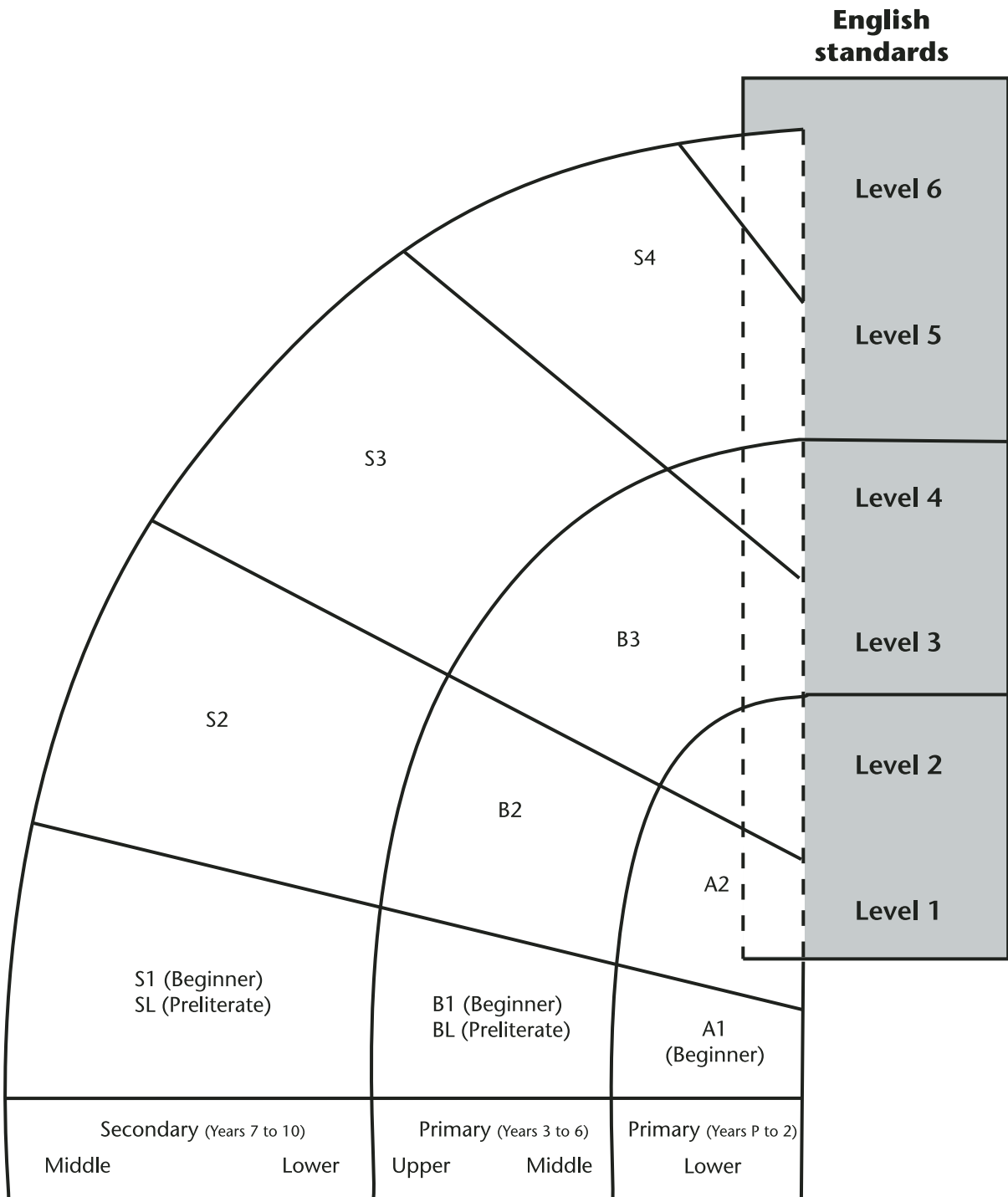
Diagram 1 on page 6 illustrates the stages of the ESL standards and the way in which they relate to the English standards.

The relationship between the ESL standards and the English standards

The ESL standards describe the stages preceding the English standards for students learning English. As ESL students move through the ESL standards, the English standards are likely to become more appropriate for describing their English language learning. When the learning of ESL students starts to approximate the levels of the English standards of their peers, the English standards should be used instead of the ESL standards. However students are still likely to require ESL support after they have progressed to the English standards.

The information in the ESL standards will therefore continue to be relevant in the development of programs for students with an ESL background, and for the assessment of their progress. The overlap between the English standards and the ESL standards on the diagram below illustrates this point.

Diagram 1: Stages of the ESL standards in relation to the levels of the English standards



Learning focus

Learning focus statements are written for each stage. These outline the learning that students need to focus on if they are to progress and achieve the standards at the stages where they apply. They suggest appropriate learning experiences rather than defining a syllabus or prescribing specific teaching methods. Teachers can draw from these statements to develop relevant teaching and learning activities.

Standards

The ESL standards represent what students would be expected to attain following successful ESL learning. The standards provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English language learning. The standards for each stage should be read in conjunction with the learning focus, taking into account the teaching setting and the degree of teacher support available.

Particular criteria are used to differentiate the standards expected at different levels. These relate to the nature and degree of teacher control and input occurring in certain learning contexts. They also help to explain the relationship of the teaching context to the standards.

Dimensions

Standards in ESL are organised in three interrelated dimensions:

- Speaking and listening
- Reading
- Writing.

As well as developing competence in the linguistic aspects of the English language, ESL learners also become increasingly aware of the culturally diverse practices, values and expectations of Australian society. They develop a fluency in operating within Australian cultural contexts and an identity as a bilingual user of English in Australian society and at school in Australia. This cultural learning becomes increasingly evident in the ways that ESL learners speak and listen in English, read English texts, and communicate in written English.'

Speaking and listening

The *Speaking and listening* dimension focuses on ESL students' development in comprehending spoken English and in using it for communication. This includes using English for social interaction and school-based learning, and in both formal and informal contexts. This dimension focuses on students' development as they learn the vocabulary and grammar of English, and about the conventions of different spoken genres. It also includes elements of students' development as they gain increasing control over English phonology,

word and sentence stress, rhythm and intonation, and the information conveyed by these systems.

Reading

The *Reading* dimension focuses on the development of reading in English; including understanding, interpreting, reflecting upon, responding to and enjoying written and visual, texts, and reading both silently and aloud.

The development of students' reading skills in English are outlined in the ESL standards, from their initial interaction with written texts encountered when first building oral English language skills, to their engagement with a wide range of texts used in mainstream classrooms. In the case of students in the early years of schooling or those older students learning to read and write for the first time, the development of their understanding about reading is also outlined. For these students, the term 'read' also includes reading behaviours and strategies such as role-playing reading, and reciting texts learnt by heart.

The *Reading* dimension includes a focus on students' development as they learn to use semantic, sound–letter and syntactic cues to gain information from texts, and how this ability develops as they learn more English. It also includes the development of a vocabulary for talking about reading and for exploring the concepts and ideas in texts written for different purposes.

Writing

The *Writing* dimension focuses on the development of writing in English. It includes the development of skills for encoding English into its written form, as well as skills for composing editing and presenting a range of written genres. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

This dimension outlines the development of students' writing skills in English, from their initial interaction with the writing system with beginning oral English language skills, through their growing understanding of the English sound–symbol system, and vocabulary and grammar. It also outlines their developing understanding that the kinds of texts they write will be influenced by the purpose for which they are written and the audience they are written for.

Note: Students who have had early reading and writing experiences in character or non-Roman alphabetic scripts will need a specific focus on learning English script and sound–letter relationships and handwriting.

The term 'texts' is taken to mean the full range of print and non-print texts, including fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communication technologies.

Student development across the dimensions

Students do not all necessarily learn at uniform rates, and their progress in reading, writing, speaking and listening may not necessarily correlate across the stages outlined above. In particular, students in Prep are likely to take longer to move through the *Reading* and *Writing* dimensions than students in Year 2.

Students learning to write English script for the first time may proceed more slowly in learning to read and write English than those who begin their English language learning with some knowledge of Roman scripts.

Students who begin schooling in Australia with little or no literacy in their first language are likely to learn to speak English more quickly than they learn to read and write it.

In the secondary years, some students may have more experience in speaking English than in reading and writing it when they enter school; others may have learnt written English but not had much experience in speaking it or in hearing it spoken.

Table 1 on page 10 provides criteria for differentiating between stages of the ESL standards.

Time

It takes time to develop full control over a second language. The rate of ESL learning is influenced by a range of factors including:

- age
- previous education and literacy experiences
- motivation
- the kinds of ESL programs and mainstream classroom programs available.

ESL students are likely to take around 5 to 7 years to learn English for academic purposes to the same level as students who have been learning English all their lives.

For many students, development is also likely to be influenced by their migration experiences, particularly those who have had refugee or refugee-like experiences, and who may have suffered trauma. Because of these individual differences, the time it takes students to move through the stages of the ESL standards is not prescribed.

It is important to note that students are likely to move more quickly through the beginning stages, which describe early learning, than through the later stages. This is deliberate, in order to capture and to acknowledge important early development. For example, a student’s pathway through the B Stages could be represented by the diagram below:



TIME

Criteria that differentiate between stages of the ESL standards

Differentiation by activity

Early stages	More advanced stages
<ul style="list-style-type: none">• concrete• experientially known• reduced number of steps required in activity• simple, highly controlled linguistic features	<ul style="list-style-type: none">• becoming more abstract• experientially new• increasing number of steps• increasingly complex linguistic features

Differentiation by text – spoken and written

Early stages	More advanced stages
<ul style="list-style-type: none">• student/teacher-developed texts, shorter, more basic mainstream texts• texts using simple familiar subject matter• frequent use of non-linguistic cues• reduced speed and/or number of speakers	<ul style="list-style-type: none">• accessible mainstream texts, more extended texts• texts using less familiar and more complex subject matter, including mainstream texts appropriate to the year level• less reliance on non-linguistic cues• greater speed and/or number of speakers

Differentiation by conditions

Early stages	More advanced stages
<ul style="list-style-type: none">• extensive support by the teacher• little time restriction placed on completion of activities• extensive preliminary work to introduce activities• extensive opportunity for reworking material produced	<ul style="list-style-type: none">• reduced support by the teacher• time limits imposed on activities• reduced preliminary work• reduced opportunity for reworking

Differentiation by expectations

Early stages	More advanced stages
<ul style="list-style-type: none">• response short and simple• less concern with accuracy and fluency• high acceptance of error• high acceptance of attempt to communicate in English	<ul style="list-style-type: none">• longer, more complex response expected• increased expectations of accuracy and fluency• less tolerance for error• increased demand for use of standard English

Relationship with the *ESL Companion to the English CSF*

The *ESL Companion to the English CSF*, published in 2000, provides teachers with a more detailed description of the ESL pathway and is closely aligned with the ESL standards. The stages are the same for both documents. The *ESL Companion to the English CSF* provides additional information, detailing learning outcomes and examples, and a curriculum focus, in a range of substrands for the CSF strands of Speaking and listening, Reading and Writing.

Substrands

Communication: sets the context, and describes the kinds of texts students are able to deal with.

Aspects of language:

- **Contextual understanding:** students' ability to use English appropriately in a variety of situational and sociocultural contexts
- **Linguistic structures and features:** students' ability to use the grammar and vocabulary of English, pronunciation and text structure
- **Strategies:** the strategies students employ as they learn English and use it to communicate

Because of the insight the substrands provide into ESL development, elements of them are retained in these ESL standards. The *ESL Companion to the English CSF* can be used by teachers requiring further information about the ESL learning pathway.

The *ESL Companion to the English CSF* is available online at <vels.vcaa.vic.edu.au/support/csf.html>.

A Stages

Lower primary – Years P to 2

Stage A1

Learning focus

As students work towards the achievement of Stage A1 standards in ESL, they begin to learn the basic oral English needed to manage learning in the English-speaking classroom, and as the basis for beginning literacy learning. Through supportive activities and approaches, such as language experience, new English is modelled, taught and recycled. Activities encourage students to use their emerging English resources creatively, adapting them to respond appropriately to new communicative and functional demands. As they work and play with others, students learn that different situations call for the use of different styles of English or non-verbal language. They learn common courtesy phrases, following clear models and through activities such as role-play. Through games, songs, repetitive stories and word play, students begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English. Strategies such as scaffolding, expanding and restating students' English in conventional forms ensures they are supported as they communicate in English. They learn basic strategies to assist them to sustain and enhance their communication in the classroom and playground.

Students begin to learn to read in English, and are introduced to basic classroom and social purposes for reading. They learn about the functions of texts. They read and complete simple activities around repetitive, culturally appropriate and well-illustrated texts that contain predictable English. Texts such as signs and labels, and shared class texts are also used as the basis for early literacy activities designed to introduce students to the way the writing system of English works. Through activities such as alphabet and phonemic awareness games, and word and sentence matching, students begin to learn sound–letter relationships. Activities also focus on spelling and pronunciation patterns, which are recorded on word lists, sound charts, and personal dictionaries. Students are explicitly introduced to the basic purposes of texts, and they discuss in simple terms why they were written. With assistance, they choose appropriate reading texts. They learn about the purposes of illustrations, and the way these provide contextual clues. They listen to texts read aloud, listening for basic information, key phrases, repetition, and intonation.

Students participate in early writing experiences in English. They learn to compose their own short, simple texts, writing and drawing about personal, shared or imaginative experiences. They contribute to simple shared writing

activities, innovate on known reading texts, and record basic observations. They learn that drawings and other non-written features expand on texts. Students build basic understandings of the purposes of classroom and personal texts, and how they are commonly presented. They are encouraged to write and share messages in their first language. Activities such as alphabet and phonemic awareness activities help students as they start to learn the alphabet, and the sounds that letters commonly represent. Students are encouraged to experiment with spelling new words. They use word lists, sound charts, or personal dictionaries as resources when they write. They learn how to form letters and place text appropriately. They are introduced to a range of writing and drawing materials and to basic computer applications for writing, presenting or illustrating their texts.

Standards

Speaking and listening

At Stage A1, students communicate in basic English in routine, familiar, social and classroom situations. They follow and give simple instructions, exchange basic personal information and negotiate well-known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others, and to the context. They use simple learned formulas and patterns, and create original utterances by substituting words. Their utterances are characterised by a short 'telegraphic' structure, simple subject/verb/object construction and overgeneralisation of rules. They use some basic communication and learning strategies to participate in and sustain interaction in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as pictures to help them communicate.

Reading

At Stage A1, students read and engage with a wide range of short, simple repetitive texts, including shared recounts, fictional and everyday texts. They read some familiar words, phrases, logos, numbers, and signs in context. They complete simple, structured activities such as sequencing sentences and pictures. They show early understanding that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds some letters and letter groups commonly make. They recognise some basic features of texts, including text and page directionality, and understand the function of titles and illustrations. They handle books appropriately. When listening to texts read aloud, they listen for key words and for repetition of words and phrases. They focus on illustrations and other non-print features that assist them to understand texts.

Writing

At Stage A1, students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing, showing evidence of a developing understanding about the writing process. They contribute to shared writing activities. They demonstrate an early awareness that written texts in English are presented through conventions which change according to context and purpose. They write and draw for a particular audience, and, with support, produce simple descriptions, recounts, and procedures. Students' writing reflects their oral structures, and they link ideas using basic conjunctions. They show awareness of the need for basic punctuation. They demonstrate knowledge of some sound–letter relationships, and show evidence of some basic planning. They model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists. They form letters and place text appropriately on the page.

Stage A2

Learning focus

As students work towards the achievement of Stage A2 standards in ESL, they listen, talk and learn in English in an expanding range of contexts and purposes and for different audiences. Through structured work and play in the classroom, students are given opportunities to practise grammatical features and new vocabulary, to observe and reflect on how English is used in different situations, and how word choices can affect meaning. As students use English to learn across the domains, they are given opportunities to talk about events that have occurred in other places and times. Activities ensure that they practise, initially in familiar, and then in new contexts. Through targeted practice and through songs, rhymes and poetry students develop pronunciation that increasingly approximates that of the English they hear around them. They learn the appropriate interpersonal and functional language (such as for taking turns and clarifying) needed to work with others in a range of classroom contexts, including in pairs and small groups.

Students increase their participation in whole-class reading activities, listening to and engaging with a wide range of factual and fictional texts, including their own and class-produced texts. With scaffolding, students respond to texts through discussion, drawing and writing. Discussions and visuals assist students to predict and relate new information to their prior experiences. They also begin to develop a simple vocabulary to talk about the structure and features of texts read for different purposes. Students are prepared for reading through strategies such as concept mapping, bundling words or pictures, and the use of visuals and objects. Working in targeted activities, students study the letter-sound relationships and patterns of the vocabulary in the texts they are reading. The grammatical patterns of texts are also focused on, and through activities such as choral reading, students begin to develop fluency. Extra time and opportunities are provided for students to revisit texts, and to discuss and clarify their understandings about them.

Students write short, simple texts that communicate their ideas for a range of purposes, for example, keeping simple diaries, writing letters and stories, making plans, writing reports and procedural texts. A focus on the features of cohesive texts, for example the way in which simple conjunctions sequence texts, and adverbs and adjectives provide details, assists them to write their own texts. Modelled and shared writing activities support students to notice how texts change according to their purpose, and frameworks assist them to plan and write texts for different purposes. Through activities such as grouping words in their spelling and pronunciation patterns, students continue to develop their understanding of the letter-sound relationships and patterns of English. Through shared writing activities and conferences they start to learn the terminology to talk about elements of their writing. Students begin to develop strategies that enable them to extend their writing vocabulary, for example, using class topic word lists. With support, students carry out simple editing of their own writing, including on-screen editing.

Standards

Speaking and listening

At Stage A2, students communicate in an expanding range of predictable social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, appropriate pace of delivery, and discussion which links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audience and topic. They combine known conversational formulas and vocabulary, including features of texts read in class, and apply some grammatical rules to make original utterances, of varying grammatical accuracy. They sustain communication by negotiating turn-taking, and by using strategies such as asking a speaker to repeat or to speak slowly, or asking what a word means.

Reading

At Stage A2, students read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read and viewed in class. With support, they read a range of topic-related classroom texts. They can read well known texts with some fluency. They read back their own writing or sentences scribed by another. They use texts purposefully, following simple procedural texts, and finding basic information in texts. They discuss simply the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They use their developing knowledge of context, letter-sound relationships, word patterns and text structure to read familiar texts and simple unfamiliar texts. They interpret simple diagrams and identify the layout of a range of text types.

Writing

At Stage A2, students communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They attempt to spell new words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find how to write new words. They write letters legibly and make some changes to their texts when editing.

B Stages

Middle/Upper primary – Years 3 to 6

Stage BL

Learning focus

As students work towards the achievement of Stage BL standards in ESL, they learn the basic English needed to manage routine classroom life and learning, and for basic social interactions. They learn about school, about reading and writing, and begin to learn in all areas in their curriculum program, through simple English. Through taking part in a wide range of learning experiences, students learn that different situations call for the use of different styles of English or non-verbal language. Students are encouraged to be creative with their basic English and non-verbal resources and to adapt them to respond appropriately to new communicative and functional demands. Classroom activities such as language experience provide frequent opportunities for recycling, repetition and imitation. Students' spoken texts are used as the basis for beginning reading and writing activities. Students learn basic communication strategies, and through activities, learn to become purposeful listeners, listening for key words and intonation, and focusing on the context of interactions. The wide use of concrete and visual aids assists students as they learn English.

Students begin to learn to read in English, and are introduced to basic classroom and social purposes for reading. They read and complete simple activities around repetitive, culturally appropriate and well-illustrated published texts that contain predictable English. Everyday texts such as signs and labels, and shared class texts are also used as the basis for early literacy activities designed to introduce students to the way the writing system of English works. Activities such as alphabet games, phonemic awareness, and word and sentence matching, assist students to begin to learn the sound-letter relationships of English writing. Activities also focus on spelling and pronunciation patterns, which are recorded on word lists, sound charts, or personal dictionaries, and used for reference. Students are explicitly introduced to the purposes of a wide range of basic texts, and discuss simply why they were written. Strategies that assist students to read, understand and choose appropriate reading texts are modelled and encouraged. Students begin to learn about the purposes of illustrations and diagrams, and the way these provide contextual clues to meaning. They listen to texts read aloud, listening for basic information, key phrases, repetition, and intonation.

Students engage in many different classroom and individual writing activities and early experiences in writing in English that help them to develop

understanding about the writing process. They write or dictate a range of texts. They compose their own simple texts, writing about shared or personal experiences. Shared writing activities, such as recounts or recording basic observations, show students how to plan and revise their writing. Students' texts are used as the basis for activities such as word and sentence matching, or sequencing pictures. Activities show students how to embellish their texts by labelling or drawing, and to present them for a range of basic purposes. Students learn about English letters, their names and the sounds they commonly represent. They learn some basic strategies for spelling words, experimenting with representing new words phonically, and recording them on simple personal or class lists and dictionaries. They learn how to form letters and place text appropriately on the page. They use a range of writing and drawing materials and some basic computer applications for presenting or illustrating their texts.

Standards

Speaking and listening

At Stage BL, students communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures. They learn through English, well supported by context. They contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others. Students' English is characterised by varying grammatical accuracy, a short 'telegraphic' structure, simple subject/verb/object construction and overgeneralisation of rules. They use common adjectives to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or the media. Students' pronunciation, stress and intonation are comprehensible, but carry elements of first language pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.

Reading

At Stage BL, students read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them. They retell a simple familiar story, and sequence a simple familiar process with sentences and pictures. They show early understanding that texts are written for a variety of purposes. They show beginning understanding of the sound/symbol relationships of English. They read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-print features when reading. They use word lists and personal dictionaries to assist them to read new words.

Writing

At Stage BL, students communicate their ideas and experiences simply through writing, drawing, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose. They write simple sequenced descriptions, recounts, and procedures, following models. They write or draw for specific audiences. Students' writing reflects their oral structures. They link ideas using common conjunctions and show awareness of the need for basic punctuation. They demonstrate knowledge of some sound–letter relationships, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations, and asking how to write a word. They begin to form letters and place text appropriately.

Stage B1

Learning focus

As students work towards the achievement of Stage B1 standards in ESL, they begin to learn the basic English necessary to manage routine classroom life and learning through a variety of structured activities. They also begin to learn through English across the curriculum. Activities continually recycle English in new contexts, and students are encouraged to adapt their developing English resources to new communicative and functional demands. Students experiment with the sounds, intonation, rhythm, grammar and meaning of English through rhymes, repetitive stories and word play, and in activities that assist them to perceive patterns at the grammatical and phonological levels. By taking part in purposeful activities, students learn to adapt their basic oral English repertoire and non-verbal resources to respond appropriately to different situations, learning common courtesy phrases and conversational markers. Students learn simple strategies to sustain communication at a basic level, through activities such as small-group discussions, dialogues and role-plays. These activities also assist them to negotiate meaning, as they learn to clarify and restate. They learn some basic strategies to organise their learning, such as writing simple pronunciation guides or sound dictionaries.

Students read and listen to a varied range of basic, repetitive, illustrated texts, both published and class-made. Texts studied include simple factual and fictional texts, and shared and modelled texts based on classroom topics and experiences. These become the basis for activities such as vocabulary development, sound–letter matching, matching sentences to illustrations, sequencing processes or events, and simple comprehension or cloze exercises. Students learn to use basic syntactic, semantic and sound–letter cues when reading. Activities such as alphabet games and collecting word families assist students to learn to read words with common letter patterns. Activities such as reconstructing shared texts focus them on basic cohesive devices, such as common conjunctions, and simple pronoun reference. Students begin to learn that the organisation of texts reflects their purpose and audience, through talking about the purposes of the texts they are reading. They listen to texts read aloud, listening for key words, patterns or repetitions. Contextual clues which enhance meaning, such as illustrations or diagrams, are brought to students' attention.

Students engage in many basic writing activities as part of everyday classroom activities. They write simple informational and imaginative texts, and record basic observations in written and graphic formats. They write about their classroom learning, activities, personal interests and opinions. Through taking part in shared writing activities, students are supported to plan and write their own texts, and to rewrite their texts to improve some aspects such as

accuracy of grammar, content, meaning or spelling. Students experiment with the appropriate presentation of texts, using some of the basic features of the published texts they read. Students are introduced to appropriate models for a range of common basic text types, such as narratives, recounts and reports. They practise strategies for spelling new words, such as keeping spelling dictionaries or collections of theme words.

Standards

Speaking and listening

At Stage B1, students communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English, supported by its immediate context. They use formulas, well-rehearsed and common sentence patterns and short, simple, telegraphic utterances to contribute relatively complex ideas, usually concerning concrete subject matter. They follow simple instructions, answer predictable questions, make basic requests and express basic needs. Students show initial understanding that English changes according to context and audience, and modify their English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non verbal language. Students' utterances are characterised by varying grammatical accuracy. They use common adjectives to describe or add emphasis. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm. They restate simply, repeat or re-pronounce when necessary.

Reading

At Stage B1, students read short, well known texts, based on simple language structures and features, well known vocabulary and familiar contexts. They retell simply, predict likely outcomes, and complete basic comprehension activities. They show understanding of the basic purposes of texts, and choose texts appropriately for a range of simple purposes. With support, they read and gather basic information from simple, accessible texts. They combine their basic knowledge of English sound-symbol relationships, their developing sight and oral vocabulary, their beginning knowledge of the conventions of print and text organisation, and their emerging knowledge of English grammar as they read. They use appropriate intonation and phrasing when reading aloud known texts, showing an understanding of the text's meaning and the function of basic punctuation. Students show a beginning understanding of the purposes of headings, labels, diagrams and contents pages.

Writing

At Stage B1, students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. They use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented. Their texts incorporate the basic grammatical features of their spoken English. They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English sound-symbol relationships. They use some simple strategies for spelling words, checking word lists or books. They use the basic features of software to write and present their texts. With support students plan and edit their texts, providing additional information through illustrations and diagrams.

Stage B2

Learning focus

As students work towards the achievement of Stage B2 standards in ESL, they continue to develop the oral English language skills needed to participate effectively in the classroom. Through a range of curriculum areas, with teacher and peer support, students listen, talk, and reflect on appropriate ways to communicate orally for a range of purposes and audiences. They learn to listen and respond to spoken texts from a range of contexts, ranging from conversations and presentations, and a range of media, including tapes, videos, television and multimedia. They develop appropriate communication strategies, for example, turn-taking, topic selection and topic change, through participation in role-play, drama, cooperative small-group activities and other interactive situations. With support they talk to explore, clarify and express ideas, using support such as diagrams and drawings. Students learn and use new vocabulary and grammatical features for specific tasks, activities or topics, in authentic classroom contexts. Students are given feedback that helps them to extend and refine their speaking skills. They develop their pronunciation, rhythm, intonation and fluency through practice and activities such as chants and repetitive rhymes.

Students listen to and are supported to read and respond to a wide variety of factual and fictional texts, at their interest and skill level. They participate in group activities that introduce and revise new vocabulary and develop reading strategies, including creating concept maps and word webs, and matching words and pictures or definitions. Modelled and shared reading activities support students to become familiar with the literacy demands of unfamiliar texts. Students begin to develop a simple metalanguage to discuss the structure, features and organisation of texts. Activities such as grouping words or simple sentences under headings, assist students to develop understanding about how texts such as reports are organised and sequenced. Students learn the function of common conjunctions and connectives. Students explore English sentence structure and letter-sound relationships through activities based on well known texts. Through modelled and shared activities they begin to develop strategies for choosing texts.

Students use their developing vocabulary and control of English language features to write a variety of simple texts for different purposes, including recounting, describing, instructing or reflecting on personal or shared classroom experiences. Explicit teaching about how texts work in modelled and shared writing sessions provide support for students to plan, write and edit simple texts. Understanding of the writing process is developed, from initial drafts where meaning is most important to subsequent drafts where accuracy of spelling and punctuation is refined. Through modelled writing activities students learn ways of linking simple sentences and sequencing them,

using connectives. Scaffolds for writing, for example, through questioning and expanding students' talk, clarify the content of the writing task. Frameworks, such as guiding questions or headings, provide additional support. Students create charts of spelling patterns, topic word lists and simple dictionaries to use when spelling words.

Standards

Speaking and listening

At Stage B2, students communicate and learn English in predictable social and learning situations, understanding some decontextualised English and expressing simple messages in basic English. They negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures. They identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interaction appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when supported by clear contexts. They use simplified English, with varying grammatical accuracy, combining known formulas, learned grammatical features and new vocabulary to construct new utterances. They use basic time markers, common prepositions, some common contracted and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics. They pronounce familiar words comprehensibly. They employ basic strategies to sustain and enhance communication in English.

Reading

At Stage B2, students read familiar texts, and with support, unfamiliar texts containing predictable structures and familiar vocabulary. They follow simple written instructions and questions. They identify the basic purposes of simple texts, and recognise the basic stages of common text types. They use their developing vocabulary, knowledge of sentence structure and sound—letter relationships to predict and self-correct. They modify intonation to differentiate questions, exclamations or dialogue when reading aloud. They follow simple time and logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. Students use simple strategies to assess text difficulty and to choose new texts to read.

Writing

At Stage B2, students write for a range of purposes on familiar topics. They write simple organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. Their writing demonstrates an understanding of purposes of common text types, and their structure and features. Their texts include basic information and detail. They use a number of common conjunctions to link ideas, using pronoun references with some noun/pronoun agreement, simple phrases to express basic comparisons, and some basic punctuation. Their attempts to spell new words are plausible, and based on known sound-letter relationships. They use a range of strategies for spelling words, checking word lists or keeping personal dictionaries. They base new sentences on known sentence structures. Students draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them.

Stage B3

Learning focus

As students work towards the achievement of Stage B3 standards in ESL, they communicate in the full range of classroom contexts, clarifying and sharing ideas. They observe, use and reflect on effective and appropriate ways of using English for different purposes and audiences. They initiate and maintain spoken interaction, in a range of classroom activities, and with appropriate support, create cohesive texts that include some relevant detail. Activities, such as brainstorming, extend their repertoire of vocabulary and expressions, particularly new terminology for new topics. Students practise pronunciation through activities such as role-play and drama. They develop functional skills as they describe, argue, and justify in learning contexts across the curriculum. Students use class developed criteria to monitor effective communication. They develop a metalanguage to discuss the most appropriate and effective way of using English for a particular purpose and audience. When presenting, students learn to use a range of supports, such as visuals, models, cueing cards, or sentence starters. Students are familiarised with the context and purpose of listening activities, and learn to use guiding questions and note-taking frameworks.

Activities support students both before and as they read and listen to a wide variety of accessible texts across the domains, both for enjoyment and academic purposes. Students participate in activities that familiarise them with the content, text structure and language features of new texts, extending their ability to read more demanding texts. Students are assisted to focus critically on the purposes of texts and how texts position them as readers. They explore how and why opinions about texts may vary. They compare and evaluate texts using their knowledge of how texts work. Students find the meanings of unfamiliar words or phrases by using a range of dictionaries or predicting from the context. They discuss their reading choices with others, selecting according to criteria such as content, author or style. They use features such as content pages, index and visual information when selecting books for information.

Students write in a wide variety of authentic contexts and for a range of purposes across the domains. They learn to use language which is increasingly appropriate to the context. With teacher support, they deconstruct texts, identifying characteristics of text structure and language features associated with writing for specific purposes. They develop a metalanguage to talk about texts. With teacher support students plan and talk about their writing, articulating their ideas using language features appropriate for the purpose and audience. Modelling of texts, collaborative writing and use of frameworks are used when students need additional support in unfamiliar or demanding writing tasks. Students learn editing skills, gradually requiring less support to identify and correct errors. In writing conferences, students are focused primarily on meaning and then text structure, text cohesion, language features and surface features such as spelling, punctuation and handwriting. Students are introduced to and use an increasing range of descriptive and specialised vocabulary in their writing.

Standards

Speaking and listening

At Stage B3, students generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information. They use appropriate sequence markers and consistently use most common, irregular past tenses. They provide greater detail through the use of longer noun groups and adverbial phrases. They use comprehensible pronunciation, stress and intonation. They access English from a range of oral and written sources, and extend their oral skills by incorporating this into their own repertoire. They are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.

Reading

At Stage B3, students read for a range of purposes and identify main ideas and specific information in classroom texts. They demonstrate understanding of the main storyline and most key information when retelling, paraphrasing and answering questions, and they compare some details in texts. They demonstrate some awareness of how information is organised in English texts. They recognise the cohesive devices connecting ideas and the organisation of information in a text, and use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by increasing range of conjunctions. They integrate a number of strategies to help them read new texts. They use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information.

Writing

At Stage B3, students communicate for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. They write sequenced and ordered factual texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate some overall cohesion and coherence. They combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing and proofread after a first draft has been written, improving spelling, punctuation, and sentence structure.

S Stages

Secondary – Years 7 to 10

Stage SL

Learning focus

As students work towards the achievement of Stage SL standards in ESL, they begin to learn the English essential for basic social and classroom purposes. At the same time they develop early understandings of the conventions and expectations of classrooms, schools, and Australian culture and society, and how these differ from practices in their own countries. In a structured, inclusive and supportive environment, strongly supported by visuals, students learn the basic vocabulary and features needed to interact and negotiate with others. They experiment with and practise their developing English in a range of activities including choral repetition, role-plays, dialogues, and songs. As well as learning essential vocabulary and grammatical features they begin to understand the function of, and to use, stress, rhythm and intonation in English. They learn formulaic expressions and adapt them for a range of contexts. As they study across the curriculum, students begin to learn some topic-specific language, appropriate to their English level and prior knowledge and experience.

Through a wide range of routine reading activities using short, simple, repetitive, illustrated texts written for their stage of development, students begin to learn to read. Early reading tasks are undertaken around shared texts and language experience activities. Students learn the basic conventions of written texts, such as book and sentence directionality, and features like titles and headings. Through activities around the alphabet, and familiar words with common letter–sound patterns students begin to learn the sounds that letters and letter groups usually make. They develop a sight vocabulary of frequently used words. They learn to focus on the context, letters, shape and the length of words when reading new words. To develop fluency and a sense of achievement, they practise reading aloud known texts, and experiment with stress, rhythm and intonation. Strategies such as re-reading and reading-on are modelled. Students begin to learn about the purposes of illustrations and diagrams the way these provide contextual clues to meaning, and of the cultural significance and purposes of different types of texts.

Students undertake early experiences in writing in English that help them to develop basic understanding about the writing process, and the school and social purposes of writing. They copy familiar words and short sentences and label diagrams and pictures. They begin to write their own simple texts, based on shared examples and the texts they are reading. Basic written grammar

activities help to develop their understanding of how simple sentences are constructed. Through modelling, students learn to combine sentences into short but coherent simple texts. Students learn to write using conventional letter formation. They also learn ways of organising and presenting simple information through tables, basic graphs and diagrams. Students learn to organise their work using booklets or folders, and learn strategies such as using headings, dates, colour or underlining to emphasise important aspects of their learning and to facilitate review.

Standards

Speaking and listening

At Stage SL, students communicate simply but effectively in English in a limited range of familiar social and classroom contexts. They communicate using formulaic language, short, simple and well-rehearsed grammatical features and adaptations of their limited English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives. They use their limited repertoire with varying accuracy to ask and respond to questions in predictable and familiar contexts, express simple ideas and preferences and provide simple explanations and descriptions. They use some basic strategies to initiate and sustain simple conversations in English, repeating and re-pronouncing as necessary.

Reading

At Stage SL, students read and complete simple, structured activities around a wide range of familiar, short, simple, texts which use repetitive structures and features and are strongly supported by illustrations. They read their own writing and simple teacher-developed texts based on well-rehearsed spoken English. They read a range of familiar simple fictional, factual and everyday texts. They name some letters and know the sounds many letters and common letter combinations usually make. They attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words. They show some awareness of basic punctuation and use stress, intonation or pausing appropriately when reading aloud well known texts. They use simple strategies like pointing to words as they read or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read.

Writing

At Stage SL, in a limited range of familiar contexts, students write short, grammatically-simple texts based on well-rehearsed spoken and well-practised written English. They write simply for a range of basic classroom and personal purposes such as making lists, writing simple journal entries and notes, and complete activities following models. They demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose. Their texts use familiar sentence patterns from well known texts or classroom models. They begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line, and basic punctuation. They leave appropriate spaces between words. They attempt to write some new words using their limited knowledge of the sound-letter system of English, personal dictionaries and glossaries, resources in the classroom, and by asking for assistance.

Stage S1

Learning focus

As students work towards the achievement of Stage S1 standards in ESL, they begin to learn the English essential for basic social and classroom purposes. They develop initial understandings of the conventions and expectations of Australian schooling, culture and society, and how these differ from the practices in their country of origin. Supported by visuals, objects and actions, students learn the basic vocabulary and grammatical features needed to interact with others, and to begin learning across the curriculum. In a controlled, inclusive and supportive environment they learn, experiment with and use their emerging English in a range of activities including choral repetition, communication gap, role-plays, chants, songs and short supported presentations. They learn some formulaic expressions for interacting and negotiating meaning. As part of this essential oral foundation, students begin to learn the English of topics from the mainstream curriculum. Students record new vocabulary and grammatical features through visuals, posters and simple written materials. Students are encouraged to use additional strategies such as recording meanings in their own language or using bilingual dictionaries. Students practise pronunciation, focusing on learning the stress, rhythm and intonation patterns in words and phrases.

Students read a range of short, simple, factual and fictional ESL or teacher developed texts and complete tasks around them. They read for authentic purposes, including texts from topics across the curriculum. They begin to learn to use titles, headings, and illustrations to make simple predictions about content before reading. Activities such as reconstructing shared texts focus them on basic cohesive devices, including common conjunctions, and simple pronoun reference. Students listen to texts that are read aloud and practise reading aloud, learning how stress, rhythm, pausing and intonation vary at the word and sentence level, and the effect this can have on meaning. Students are encouraged to draw on their knowledge of reading in their own language as they begin to learn the letter–sound relationships and the text structures of English. Activities such as collecting word families assist students to read words with common letter and pronunciation patterns. They talk simply about the information in texts, suggesting possible motivations of characters in fictional texts, and comparing their own knowledge with what they are reading about

Students learn to write simple factual and imaginative texts, such as recounts, narratives, reports, lists, journals, and notes, for a range of basic classroom and personal purposes. They undertake a range of structured writing tasks, and are encouraged to draw on their knowledge of writing in their first language as they begin to write in English. Basic written grammar activities assist students to develop their understanding of how simple sentences are constructed. Through modelling, and activities such as text reconstruction, students

begin to use headings, paragraphs, and features such as basic connectives to organise, link and sequence sentences into short but coherent texts. In contexts across the curriculum they learn ways of organising and presenting information appropriately, such as in tables, simple graphs and diagrams. They practise conventions for writing English script and for presenting their texts, including the use of basic computer programs.

Standards

Speaking and listening

At Stage S1, students communicate simply but effectively in English in a limited range of familiar social and classroom contexts, and when learning in contexts across the curriculum. They negotiate meaning and interact with others using formulaic language, short simple and well-rehearsed grammatical features and creative adaptations of their limited English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common instructions and questions and simple descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.

Reading

At Stage S1, students read and comprehend a range of short, simple, familiar factual or fictional ESL or teacher-developed texts. They understand a range of basic written instructions and questions in context. They discuss texts at a simple literal level, and show some understanding beyond the literal level. They demonstrate an understanding of basic text structure, reading for different purposes, and using titles, and chapter headings to make simple predictions about texts. Students read new texts with support, combining their developing knowledge of English sound–letter relationships, their developing sight and oral vocabulary, their beginning knowledge of the conventions of print and text organisation in English, and their emerging knowledge of English grammar. They read some common letter combinations and make logical attempts at reading new words. They use appropriate stress, intonation and phrasing when reading aloud known texts, showing an understanding of the function of basic punctuation.

Writing

At Stage S1, students write for a range of basic classroom and personal purposes, making lists, writing simple journal entries, notes, descriptions, recounts of events, and instructional texts. Their basic sentences and short texts are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into coherent texts, incorporating basic headings, sub-headings and paragraphs. They correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions. With support they plan their texts and provide some additional information through illustrations and diagrams. They utilise a range of strategies for finding and spelling words, using spelling patterns, and checking resources. They use basic word processing features to write and present their texts.

Stage S2

Learning focus

As students work towards the achievement of Stage S2 standards in ESL, they are supported to expand their understanding of Australian cultures and their understanding and use of the English necessary to communicate with some independence in a range of social contexts, and academic contexts, based on the topics and concepts in contexts across the curriculum. Students are supported to listen to and respond to instructions and explanations, such as an outline of the steps of a basic research project, or discussion of a shared learning experience. Activities such as viewing a short film on a topic being studied, or a modified news bulletin, assist students as they listen for specific purposes; for example, to identify key information. They research and undertake short discussions or presentations on familiar topics in small-group contexts. They learn how to structure their more formal spoken texts using basic frameworks such as an introduction, body and conclusion. Through modelling and role-play they learn basic strategies to maintain connection with their audience, including eye contact and the use of visual aids. They learn basic metalanguage as they discuss their own texts and the texts of others.

With teacher support, students read a range of different text types such as descriptions, explanations and narratives, including teacher-developed materials and excerpts from some accessible mainstream texts such as short science and fictional texts. They begin to learn to read for different purposes such as for gist, to extract specific information or to identify a sequence of events. They are explicitly shown how to use titles, headings, or illustrations to assist understanding, and how connectives link or sequence ideas in texts. They discuss how the content and punctuation influences features such as stress, intonation and pausing, such as when expressing emotion in a dialogue or reading the key words in a factual text. They practise reading aloud simple, known texts, and listen when others read. In responding to accessible texts they explore some meanings beyond the literal level; for example, by discussing implied meanings, figurative language or character motivations in a narrative.

Writing tasks, including activities that focus on grammatical patterns assist to develop students' understanding of how sentences can be extended and ideas can be simply linked or sequenced. Students explore the use of compound tenses, passive constructions, word forms and a range of connectives for expressing causal, conditional or temporal links between ideas. They write a range of text types based on content across the curriculum or on topics that reflect their own culture and experience, including fictional texts. They are provided with models when writing. For example, they are shown how to incorporate information they have obtained through research into reports or descriptions. Using aids such as data-charts to organise their writing, they

develop initial drafts which they refine using feedback from the teacher or other students. They explore alternative ways of expressing their ideas at the sentence level as well as the whole text level; for example, by being guided to consider the order, sequence and main ideas of paragraphs. They use headings, sub-headings, diagrams or tables of information where appropriate.

Standards

Speaking and listening

At Stage S2, students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and awareness of Australian cultural expectations appropriately. With support in academic contexts, they extract some specific information from accessible audio-visual texts and understand the gist of teacher explanations involving familiar subject specific vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structure and features of extended texts, by using appropriate stress, intonation and pausing, eye contact, and modelled introductory and concluding sentences.

Reading

At Stage S2, students read and comprehend a range of short, familiar fictional and factual ESL texts and, when well-supported, some unfamiliar texts. They show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings, sub-headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes. They extract some simple specific information and the main ideas from factual texts. They show awareness of how some connectives link and sequence ideas within a text. They read-on and consider the context when deducing the meaning of unknown words. They read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and sound-letter relationships to read new words and self-correct. They select basic texts appropriate for particular reading purposes.

Writing

At Stage S2, students write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying grammatical accuracy. They incorporate subject-specific vocabulary and use taught grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate some basic causal, conditional and temporal relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, sub-headings, tables and illustrations. They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, re-draft and improve their writing by discussing alternative ways of arranging and expressing ideas.

Stage S3

Learning focus

As students work towards the achievement of Stage S3 standards in ESL, they consolidate and extend their expanding knowledge and control of English to compose, comprehend and respond to spoken texts that contain some unfamiliar themes, information and issues from across the curriculum. Students learn in a range of supportive classroom settings, groupings and activities, where they focus on new language forms and features through communicative activities, such as information-gap and group problem solving tasks; role-plays; and debates and formal presentations. They undertake varied listening and viewing tasks involving, teacher and student presentations, dictogloss, accessible videos and audio excerpts. With guidance, students listen for gist and/or particular information. They practise stress, rhythm, pausing and intonation at the word and sentence level, and identify the way these can impact on meaning. In supportive activities they identify sounds that affect their own communication or that they find hard to articulate, and intensively practise them; for example, final consonants. They continue to develop a metalanguage when analysing, discussing and critiquing oral texts.

Students study a range of accessible fictional and factual texts, including visual texts from across the curriculum and from a range of media. As they study new texts, they undertake a range of before-, during- and after-reading activities focusing on specific aspects of texts. Through activities such as note-taking, data charts and timelines, they learn how to extract basic information from texts. They learn how the structure and layout of texts changes to reflect their purpose and audience. They explore how the texts relate to their own cultural knowledge and experiences, identifying differences and similarities in content and text type. They study the overall structure of texts; for example, by constructing a graphic outline. They learn how cohesion is established in English through the use of more complex conjunctions and reference items, such as *although*, and *however*. They develop their research skills through learning to use a variety of sources, including the Internet.

With support, students plan and write an extensive range of fictional and factual texts across the curriculum including responses to literary texts and issues. Through modelled examples, class discussion and group work, they explore the purpose, audience, mode, text structure, language choices, cultural context and appropriate content of texts. They brainstorm possible approaches to a writing task; for example, the use of timelines in a narrative or the selection of appropriate content in a report. Through activities such as dictogloss and cloze, students practise manipulating grammatical features and text structures appropriate to the text types they are writing, focusing on elements such as modals, tense and basic cohesive devices at the sentence and paragraph levels. They learn to incorporate material such as diagrams,

tables, and illustrations appropriately. They discuss whether their own writing has achieved its purpose. They are encouraged to use modelled strategies for planning, proofreading, editing and redrafting their own writing. They learn conventions and strategies for spelling new words, through activities which, for example, focus on spelling patterns or word derivations.

Standards

Speaking and listening

At Stage S3, students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss aspects of issues and texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, connectives, conjunctions and modals to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret the gist of accessible spoken and audiovisual texts, and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand the gist of small amounts of abstract and generalised information when appropriate background is provided.

Reading

At Stage S3, students demonstrate, through guided activities, a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. They demonstrate a basic understanding of the different purposes and structures of a range of text-types and can make predictions about the likely content of texts. They identify the stages of accessible narrative texts, and the role of headings, sub-headings, diagrams and captions in factual texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed syntactic and semantic cues. They use appropriate metalanguage to talk about the structure and features of a text. They adjust their rate of reading according to the task, reading closely for analysis, scanning for specific information and skimming for gist. They use cues from the surrounding text and their sound-letter knowledge to assist in reading new words.

Writing

At Stage S3, through guided activities, students write an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience. They consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to them. They demonstrate some control of passive voice, a range of tenses, conditionals and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of modals and pronoun references. When taking notes they use appropriate abbreviations. When planning, writing, reviewing and redrafting they pay some attention to whole-text, sentence and word level issues, including punctuation. They use a range of strategies when spelling new words. They present their writing appropriately, in print and electronic forms.

Stage S4

Learning focus

As students work towards the achievement of Stage S4 standards in ESL, while continuing to need inclusive ESL teaching support, they use their expanding knowledge and control of English to participate productively in contexts across the curriculum. They compose, comprehend and respond to extended texts that contain increasingly unfamiliar themes, information and issues from contexts across the curriculum. Students communicate orally with confidence in familiar contexts, and activities such as small-group discussion assist them to concentrate on the fluency and clarity of their speech. They develop strategies to work at a deeper level of interpretation on texts involving familiar content and speakers. They develop skills to understand a wide range of spoken texts from across the domains that incorporate some level of abstraction and generalised knowledge, and that reflect a range of cultural contexts. They discuss and present relatively complex ideas and information in a reasonably sustained and organised way. Their expanding vocabulary and activities that focus, for example on modals and qualifiers, assist them to identify and express more subtle shades of meaning, informed by purpose, audience and context. In listening to and evaluating other viewpoints, they gain skills in questioning, justifying, negotiating, reviewing, rebutting, clarifying and persuading as appropriate.

Students study the full range of fictional and factual texts from across the domains and from a range of media. Strategies such as note-taking and graphic outlines are modelled to assist them to respond to texts they may not fully understand. With more accessible texts they develop a deeper understanding and interpretation through discussion and activities such as three-level reading guides. They work with articles from the news media and the Internet to examine different ways issues and events are presented. They investigate topics using a range of reference sources. They study the organisational structure and specific language features of different text-types, including extended texts, and they explore how the texts relate to their own cultural knowledge and experiences. They develop an increasing awareness of how texts can contain large amounts of information through, for example, the use of nominalisation, embedded clauses and ellipsis. They use cues from the surrounding text and their knowledge of affixes to deduce the meaning of new vocabulary items.

Students write the full range of extended fictional and factual texts undertaken across the curriculum. Through modelled examples and discussion, they explore the purpose, cultural context, audience, mode, stages, language choices and likely content of a range of texts on familiar and unfamiliar topics and issues. They use their increasing control of English to broaden the ways, for example, they express uncertainty and emotions, and compare and show

causality and discuss issues. By focusing on cohesive markers and links between paragraphs, students extend the length of their writing while maintaining a sense of cohesion, coherence and purpose. They look critically at their own and other students' writing to review how effectively it meets the intended purpose and audience. They plan appropriately and use organisers such as data charts to summarise their research findings in preparation to write, and use appropriate citations.

Standards

Speaking and listening

At Stage S4, students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of complex grammatical features including modals, conditionals, passive voice and a wide range of tenses and connectives. They demonstrate understanding of the qualities that affect fluency in English including pausing, stress, rhythm and intonation. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners' reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively overt subjective language. They extract information from challenging spoken texts, using guide questions, completing tables and taking notes on key ideas.

Reading

At Stage S4, students read a wide range of accessible and culturally appropriate texts from across the curriculum and from a range of media with a high degree of independence. They take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They identify bias through emotive and persuasive language. They understand the gist by focusing on sub-headings and the first lines of key paragraphs. They adjust their reading style according to the task. They locate and organise information from a range of reference sources including the Internet. They identify reference items across complex sentences. Using their knowledge of different text types and their purposes, they predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer.

Writing

At Stage S4, students write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. With support they vary their writing consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features. They incorporate direct and indirect speech, including quotations, appropriately. When taking notes they use appropriate abbreviations, symbols and graphic devices. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness to purpose, audience and context. They plan and present their writing for a range of print and multimedia forms, as appropriate.

First published December 2005

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Published by

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