



ENGLISH AS AN ADDITIONAL LANGUAGE EAL/D



YERONGA
STATE HIGH SCHOOL



Students with English as An Additional Language or Dialect (EAL/D)

What is EAL/D?

The Department of Education defines EAL/D students as those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in Standard Australian English.

These students may include:

- a) Aboriginal and Torres Strait Islander students
- b) students with Maori or Pacific Islander backgrounds
- c) students of Australian South Sea Islander background
- d) immigrants to Australia and temporary visa holders from non-English speaking countries
- e) students with a refugee background
- f) children born in Australia of migrant heritage where English is not spoken at home
- g) Australian citizens or residents returning from abroad having lived for extended periods of time in countries where their schooling was not in English
- h) children of deaf adults who use Auslan as their first language
- i) international students from non-English speaking countries



Not all students from these backgrounds will require additional support to meet the curriculum expectations for their age cohort. EAL/D students bring a range of experiences, language and cultures, which are viewed as a strength. Understanding the backgrounds (language, culture, experiences) of our students is vital. Students are learning a language while learning through the language (Hammond, 2001). As such teachers need to recognise the language demands of a unit of work across all subject areas. Additional language development is different from literacy. EAL/D students are not necessarily illiterate. However, literacy teaching does assist EAL/D students.

All students at Yeronga SHS have the right to access the curriculum and are entitled to demonstrate the full extent and depth of their learning against the relevant learning area and/or subject achievement standards. We use a whole school approach to support student learning and provide differentiated support. Yeronga SHS makes decisions about the ongoing level of support, based on EAL/D students' level of English language proficiency.

EAL/D Processes & Support

When new EAL/D students arrive from Milpera SHS (Intensive English Language Centre), other schools or abroad:

- Teachers, Heads of Department and Year Level Coordinators are provided with some background information on the capabilities of new arrivals via emails – as the new students are placed into their subjects on the One School timetable by the timetabling Deputy Principal, an email is automatically sent to the class teacher, with the HOD and YLC Cc-ed as appropriate.
- English teachers and/or EAL/D Co-ordinator assess, enter and update bandscales on OneSchool
- Students in Year 10 arriving from Milpera SHS have the opportunity to be enrolled in the English Articulation Program to support their transition to mainstream schooling.
- Senior students are enrolled into the weekly Senior EAL/D Support Class, offering further support with language acquisition.



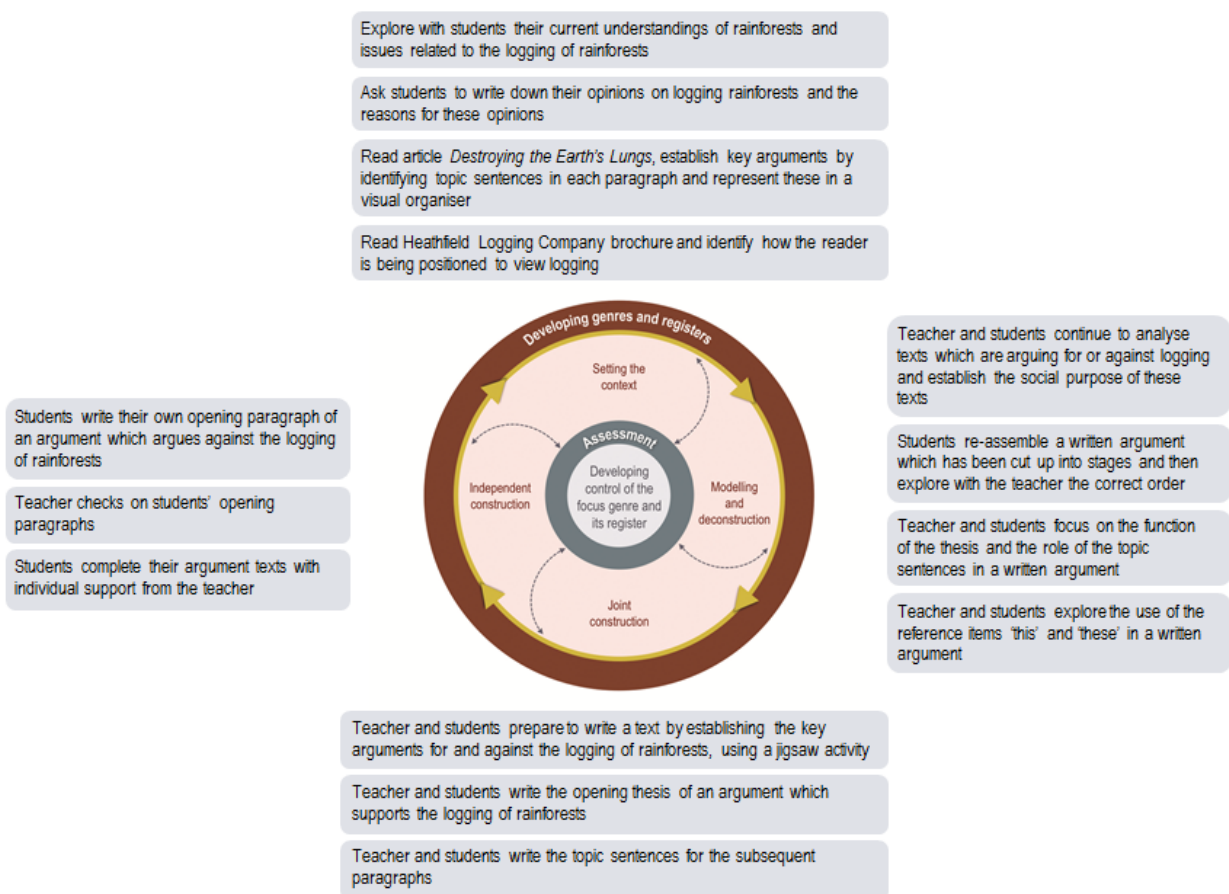
Whole-School Approach to EAL/D Support – Teaching and Learning

EAL/D students need specific teaching approaches to build a language foundation for successful classroom learning. At Yeronga SHS we use a whole-school approach, which includes:

- training teachers in Teaching English in Mainstream Classrooms (TEMC)
- multilingual teacher aides supporting students and communicating between school and home
- specialised EAL/D teachers tracking student progress using bandscaling to assess language capabilities and needs in Standard Australian English
- maintaining intellectual rigour to encourage language development
- assisting students with understanding content, text types, paragraphing, sentence structure and vocabulary across all subjects
- differentiating and scaffolding within the teaching and learning cycle
- teacher aides assisting students in class and at Homework Club
- Social Network Leaders helping EAL/D students make new friends

What teachers can do to differentiate and provide inclusive strategies for EAL/D students:

- Assume nothing about prior knowledge
- Make the learning environment 'language rich'
- Incorporate 'translanguaging'
- Speak slowly, use gestures
- Use visual aids as often as possible
- Plan units using the curriculum cycle: setting the context, modelling & deconstruction, joint construction and independent construction – focus on developing genre.



- Deconstruct exemplar texts identifying language/structure
- Develop scaffolds for assessment tasks (planning sheets, drafting supports)
- Construct a text as a class (Joint construction)
- Ensure drafting processes for assessment tasks – use error correction codes
- Structure group work activities that develop targeted language
- Use frameworks for notetaking.
- Include the Dictogloss strategy
- Running dictation
- Explicitly teach vocabulary – word match, visuals, write new vocab on the board
- Explicitly teach grammar

Translanguaging Strategies

- Teachers give up some of their control of the classroom in order to facilitate learners' agency with regard to language
- Students who are allowed to use their own languages in the classroom can develop an identity which does not deny a part of themselves
- Acknowledge that students come with cultural and language knowledges – ask for their perspectives on how language is “done” in their experience, their stories and how they see the world
- Allow students agency over texts and control of text production (not just written text) in their own languages – allow/encourage students to translate or re-write texts in the style of their language/culture, and use their home languages in classroom practices
- Develop a classroom environment in which multilingualism is the norm

In the Classroom:

Teachers can:

- Know the languages spoken in the class
- Greet students in multiple languages
- Display word walls in multiple languages
- Provide resources in multiple languages (incl. class novel, worksheets, short stories)
- Set homework which requires discussion of a topic with families

Students can:

- Listen in English, take notes in another language, create product in English
- Discuss with a language group, complete retrieval chart in English
- Research in both languages to gain deeper knowledge
- Give presentations in home languages (translation projected/script provided in English)
- Use multilingual resources as stimulus for creating products in English e.g. poem study

What's the difference between literacy and language development? Aren't they the same?

Literacy – refers to the reading and writing skills that allow children to communicate with the world around them, enjoy stories and poems, and achieve what is expected of them at school. Although closely intertwined, literacy does not refer to the same area of development as language.

Language – focuses on the oral aspects of communication: listening, speaking and interpreting non-verbal cues to communication. As literacy skills emerge, children begin to recognise print and to understand that print can have meaning.

Summary of Key Classroom Strategies for Teachers of EALD students focusing on Language

Queensland Curriculum and Assessment Authority (QCAA) Equity Policy acknowledges “the diversity of students and their life experiences and the need for particular strategies which can enhance engagement and equitable outcomes among all students”.

https://www.qcaa.qld.edu.au/downloads/approach2/qcaa_equity_statement.pdf

1. Introduce concepts using **visual/hands-on material** and experiences;
2. Wherever possible encourage students **to talk about their educational understandings and experiences** (this will help your understanding as much as including them);
3. Put all **key vocabulary** where it is visible and will remain so, on the whiteboard, poster or handout for every lesson & refer to it repeatedly;
4. Use **peer tutoring** – either from Australian students or someone who speaks their first language – this is not inappropriate; it helps understanding and can ease fatigue of trying to listen and respond all the time in a new language;
5. Begin with concrete, specific and immediate experience and **context** in classroom content before moving to the more abstract concepts;
6. When planning a unit or lesson think about students’ language gaps and select **ways of repeating main words**;
7. Complex expressions can quickly change meaning e.g. “few” or “a few” – may need **explaining several times in different ways**;
8. Colloquial and idiomatic language can be very confusing – **try to avoid using this language – or explain it** e.g. “head in the sand”, “sticky beak”;
9. Cohesive aspects of the language often confuse students and will reduce their understanding – **be aware of this and check for understanding** e.g. ..anyway, besides, however, though, at any rate, as a result, by the way....
10. Word endings and short forms are often difficult for EALD students to pick up on when they are listening– **speak slowly and clearly**.

EAL/D Bandscales

- With targeted support, it takes approx. 6-7 years to become fluent in English;
- Bandscales are used to track the language development of EAL/D students across the four macro skills – listening, speaking, reading and writing;
- Movement between Bandscales is fluid;
- Finding Bandscales in OneSchool:
 - Individual student: Student Profile Academic Developmental Maps
 - Class: Reports Curriculum EAL/D Bandscales Progress Tracking Export Current Centre Assessments

Examples of student work (9 EAL/D Science)

PART K – Extended Writing

Write a paragraph stating 3 clear threats that humans pose to ecosystems in Australia. Remember to include a topic sentence and to use correct grammar and punctuation.

Cities are ecosystems. unclear.
~~We don't cut them down~~
 We have to stop throwing rubbish
 on the roads. spelling
 We have to stop fishing. Body break.
 They mangrove.

Writing Level: 2+

1. Name any two body systems and explain how they are connected.

Topic	The circulatory system and the digestive system are connected.
Evidence	The circulatory system pumps blood around the body. The digestive system breaks food down and gives the body energy. The digestive system puts energy into the blood.
Explain	Then the circulatory system pumps this blood around the body. Therefore the circulatory system and digestive system are joined.

Writing Level: 4+

EAL/D Elaborations of the Australian Professional Standards for Teachers: Overview

Where can classroom teachers find support?

The EAL/D Elaborations place the Australian Professional Standards for Teachers in the context of teachers working with learners of English as an Additional Language or Dialect (EAL/D learners). For each Standard and Focus Area descriptor, the Elaborations describe appropriate actions by teachers and leaders in EAL/D settings.

What are the aims of the EAL/D Elaborations?

The aims of the EAL/D Elaborations are to maximise support for EAL/D learners by informing:

- teacher practice and professional learning goals
- staffing considerations in addressing the needs of EAL/D learners
- whole-school practice
- pre-service teacher courses
- in-service professional learning programs
- performance management through the Australian Professional Standards for Teachers



What are the learning challenges for EAL/D learners?

The EAL/D learner in Australia is simultaneously (a) learning English, (b) learning through English, and (c) learning about English.

- (a) Learning English refers to the challenge of learning a new language or dialect, namely Standard Australian English, as well as the cultures of Australian schools and the wider Australian society.
- (b) Learning through English refers to the challenge of using English for social and academic purposes whilst still learning it.
- (c) Learning about English involves understanding the systems of English and how they work together in different situations to produce appropriate spoken and written texts.

Who can make use of the EAL/D Standards Elaborations?

The EAL/D Elaborations provide support for all teachers and leaders catering for EAL/D learners, including EAL/D specialists. They are intended for:

- Classroom teachers across all learning areas, since they are responsible for facilitating EAL/D learners' access to the curriculum and providing ways to support their English language learning within the learning area
- EAL/D specialists, responsible for offering both targeted EAL/D classroom teaching and specialised support for mainstream teachers and leaders in effectively working with EAL/D learners
- Curriculum coordinators and other lead teachers, responsible for equitable curriculum access for all students and for initiating program evaluation and development and professional learning for colleagues
- Pre-service teacher educators, responsible for preparing their students for teaching assignments that may include schools with very high numbers of EAL/D learners, especially in multicultural metropolitan suburbs and in remote Aboriginal communities.
- Intercultural officers, responsible for assisting curriculum access for culturally and linguistically diverse students and supporting teachers in that endeavour.

The EAL/D Elaborations emphasise the importance of accessing EAL/D and intercultural knowledge sources – from official EAL/D education websites to colleagues and family or community representatives. Key among these are EAL/D specialists, whether teachers, leaders or consultants, and intercultural officers, such as bilingual teacher aides, Aboriginal Education Officers, and community liaison personnel. They directly support EAL/D learners and have a highly skilled understanding of the challenges of being an EAL/D learner and how to address these from different perspectives.

Download the full version of the EAL/D Elaborations at www.tesol.org.au/resources

AITSL acknowledges the work and expertise ACTA has provided in producing this document to support teachers working in EAL/D settings.

Australian Professional Standards for Teachers		Elaboration for teachers and leaders working with EAL/D learners	
Professional Knowledge	Know students and how they learn	Know, have empathy for and be responsive to the diverse linguistic, cultural and socio-historical characteristics of EAL/D learners. Understand the nature of EAL/D learning and its relationship to culture, wellbeing and access to the Australian curriculum.	
	Know the content and how to teach it	Understand the features of Standard Australian English, the language-and-culture demands of curriculum and community, and how to teach these as EAL/D content whether as an integrated part of mainstream teaching or as the focus of EAL/D classes.	
Professional Practice	Plan for and implement effective teaching and learning	Plan for and implement effective teaching and learning for EAL/D learners, taking account of language-and-culture demands in curriculum and also of data on students' EAL/D learning progression.	
	Create and maintain supportive and safe learning environments	Create and maintain learning environments that are both culturally and linguistically inclusive of EAL/D learners and supportive of their learning needs.	
	Assess, provide feedback and report on student learning	Assess, provide feedback and report on student outcomes for learning EAL/D and for learning subject area content through EAL/D. Use linguistically and culturally accessible assessment practices and a sound understanding of EAL/D learning progressions and of the language-and-culture demands of set tasks.	
Professional Engagement	Engage in professional learning	Use the full version of the EAL/D Elaborations of the Australian Professional Standards for Teachers to plan and implement professional learning for working effectively with EAL/D learners and their families.	
	Engage professionally with colleagues, parents/carers and the community	Use intercultural understandings and skills to develop respectful and reciprocal relationships that acknowledge cultural and linguistic diversity.	

* All areas shaded in grey taken from the Australian Professional Standards for Teachers. Access the Standards at www.aitsl.edu.au/APST

Design of the Elaborations

The EAL/D Elaborations have drawn on:

- the expertise of the ACTA Working Group members across the states and territories
- the 2005 ACTA Standards: one for ESL teachers and one for mainstream teachers
- the EAL/D Teacher Resource: Australian National Curriculum www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html
- State and Territory documents functioning as policy or guidelines for working with EAL/D learners
- the Capability Framework for teaching Aboriginal and Torres Strait Islander EAL/D learners www.indigenouportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf

SCHOOL-WIDE CONSIDERATIONS for EALD students

Inclusive Education

The Melbourne Declaration on Educational Goals for Young Australians declares that 'all Australian governments and all school sectors must provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location' (p.7). Inclusive education ensures that schools are supportive and engaging places for all school community members. It builds communities that value, celebrate and respond to diversity.

State schools:

- provide high-quality education for all students
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration
- ensure that inclusive education practices are embedded in all state schools' policies and initiatives. <http://education.qld.gov.au/schools/inclusive/index.html>

Religious Diversity

Queensland is a dynamic and diverse society with many cultures, languages and religions. People from all over the world have come to call Queensland home, bringing with them a broad range of experiences, skills and customs.

Queensland state schools embrace this multitude of cultural, religious and non-religious beliefs and encourage students to grow and develop as a whole person, in particular, in beliefs, values and attitudes. **State schools respect the background and beliefs of all students and staff by not promoting, or being perceived as promoting, any particular set of beliefs in preference to another.**

Queensland state schools respond to the religious diversity of students through whole-school approaches, adjustments for specific students or adjustments in certain circumstances.

Some examples of ways that schools respond flexibly include:

- **Attendance** - although parents are encouraged to ensure their child misses as little school as possible, in some circumstances it may be reasonable for a student to be absent to participate in a special religious observance. These absences should be documented through the provision of a written or verbal explanation from the parent.
- **Dress code** - ensuring there are strategies to accommodate special circumstances of students e.g. religious and cultural beliefs.
- **Tuckshop** - providing healthy food and drink choices that meet the range of dietary requirements for students at the school e.g. halal, vegetarian.
- **Class activities** - adjusting a class activity to accommodate religious and cultural beliefs

<http://education.qld.gov.au/schools/healthy/religious-diversity.html>



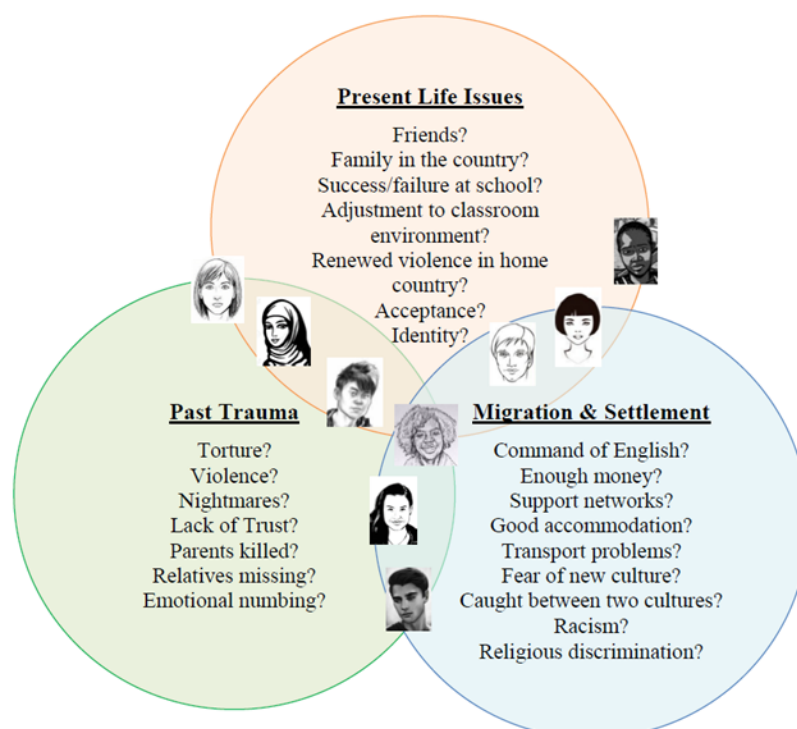
External Supporting Agencies

At Yeronga SHS we have a number of external agencies that work closely with us to assist EAL/D students with settlement and ongoing support.

AGENCY	PURPOSE	CONTACT
Queensland Program Assisting Survivors of Torture and Trauma [QPASTT]	To counsel torture and trauma survivors	Weekly to counsel students Holiday Programs
Queensland Transcultural Mental Health Centre [QTMH]	To provide professional support to teachers and mental health support to students	As needed
Mercy Community Services	To support unaccompanied immigrant minors	Regularly by phone, one-to-one visits, group meetings
ACCESS	To support students seeking asylum	Regularly by phone, one-to-one visits
Inala Youth Support	To assist students with personal. Financial & emotional issues	5 days week
Islamic Women's Association Australia [IWAA]	To assist with settlement issues in the educational context for recently arrived students and their families	Weekly
Multicultural Development Association	To assist with settlement issues in the educational context for recently arrived students and their families	Weekly and with Year 10 Social Network Leaders

Summary of Issues Affecting EA/D Students

Please consider these issues as you teach and interact with our students.



EAL/D BANDSCALES – OVERVIEW

	Listening	Speaking	Reading	Writing
Level 1	<p>The student:</p> <ul style="list-style-type: none"> recognises a few key familiar words supported by context, gestures, real objects, visuals. watches carefully what others are doing and interprets what is meant by gestures and intonation. may tune out easily and avoid tasks that require a response. may be unable to sustain concentration and may be very tired in early stages of learning. 	<p>The student:</p> <ul style="list-style-type: none"> labels some objects and uses occasional words related to classroom needs (e.g. pencil, Miss). may use home language (HL) to express immediate needs. uses HL gestures to indicate meaning, particular needs, likes and dislikes. may echo words and phrases of other children and adults. may spend a period (few days to a few months) acquiring language but is not yet ready to speak ('silent period'). 	<p>The student:</p> <ul style="list-style-type: none"> recognises and names some letters and words (within visual context) which they encounter frequently and for which meaning is given (e.g. commercial logos, signs and labels, brand names, schools, police). is becoming familiar with Roman script. may have literacy understandings and strategies from first language. <p>The student with limited schooling:</p> <ul style="list-style-type: none"> is continuing to try to understand print literacy, based on prior experiences and so may stay at this level for considerable time. 	<p>The student:</p> <ul style="list-style-type: none"> may copy some words and phrases from the classroom context, though understanding is as yet very limited because of lack of knowledge of Standard Australian English (SAE). may have literacy understandings and skills in their L1 to varying degrees of ability. <p>The student with limited schooling:</p> <ul style="list-style-type: none"> is developing concepts and awareness of print upon which literacy development can be based. is progressing through a range of steps in early literacy so may stay at this level for some considerable time.
Pre-Level 2	<p>The student:</p> <ul style="list-style-type: none"> recognises a few key familiar words supported by context, gestures, real objects, visuals. watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation. may tune out easily and avoid tasks that require a response. may be unable to sustain concentration and may be very tired in early stages of learning. 	<p>The student:</p> <ul style="list-style-type: none"> begins to use parts of routine and basic social language (e.g. 'good morning'). uses single words or taught two – three word formulae to convey basic needs. relies on attentive speaker (gestures, context, object and pictures) to help communication. participates in group reciting of learnt classroom vocabulary, alphabet, numbers and so on. repeats simple formulaic SAE sentences 	<p>The student:</p> <ul style="list-style-type: none"> recognises familiar words and short word clusters in SAE if these have been recycled often in variety of language activities (e.g. word bank charts). recognises memorised words in context but is not able to transfer this knowledge to a different context (e.g. may know a word on a chart but may not be able to recognise it in a book). 'reads' familiar SAE texts from memory. has a limited range of sight vocabulary 	<p>The student:</p> <ul style="list-style-type: none"> reproduces sentences from teacher's scribing (from blackboard writing/teacher's writing in their workbooks/sentence strips/word banks). selects words (with picture cues) to fill in the blanks in guided cloze activity, with teacher support. writes captions/labels on pictures/diagrams with maximum scaffolding <p>The student with limited schooling:</p> <ul style="list-style-type: none"> is still developing handwriting skills: shaping letters correctly, writing on a line.
Level 2	<p>The student:</p> <ul style="list-style-type: none"> comprehends and responds to basic greetings, courtesy phrases and simple directions. relies heavily on face-to-face contact and body language, with repetition and/or simplification on the part of the speaker. responds physically and verbally to simple directions if supported by gestures, repetition and rephrasing as needed. needs time to process what is heard. has very limited understanding of interactions amongst SAE speakers in class activities and amongst peers. 	<p>The student:</p> <ul style="list-style-type: none"> uses routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?'). participates in guided face-to-face interactions with a familiar, supportive adult. relies on gestures and/or peers and help from the listener. constructs (says aloud) simple formulaic SAE sentences, guided by teacher modelling 	<p>The student:</p> <ul style="list-style-type: none"> recognises and gains meaning from short texts, i.e. familiar words and chunks of texts in SAE, using contextual and visual cues but is unaware of the meaning carried by structural words such as 'the', 'and', 'in', 'of', 'what'. uses some decoding skills when reading unfamiliar SAE but is restricted in their ability to gain meaning from words and text (even if they are able to decode) has difficulty because their spoken language is different from that met in the text (i.e. pronunciation, sentence structure will be different). 	<p>The student:</p> <ul style="list-style-type: none"> writes learned phrases and can complete short cloze activities around familiar language with contextual support. may spell words with visual memory – letters are correct, but may be in the wrong order. writes language, which is related to their level of spoken SAE and to the teacher's models of reading and writing. <p>The student with limited schooling:</p> <ul style="list-style-type: none"> has taken considerable time to reach this level and will continue to require support in order to be able to draw on the variety of literacy knowledge required to produce simple texts.
Level 3	<p>The student:</p> <ul style="list-style-type: none"> begins to comprehend social and classroom spoken interactions which are short, simple and familiar. comprehends best in face-to-face contact with repetition, simplification and paraphrasing continues to need time to process what is heard and has difficulty if there is noise. follows a short sequence of instructions (e.g. teacher says 'open your English books and write these sentences'). needs one-on-one assistance after teacher instruction to clarify the task may rely on home language (HL) with peers for clarification around classroom tasks. 	<p>The student:</p> <ul style="list-style-type: none"> participates in face-to-face interactions in SAE on familiar classroom or personal interest topics but with frequent breakdowns in fluency and meaning. relies heavily on the context and on the conversation partner for support participates in class interaction on familiar topics where teacher directs questions towards them individually. speaker peers only with a clear role definition (e.g. as the time keeper) may need or prefer a long wait time before responding in SAE. 	<p>The student:</p> <ul style="list-style-type: none"> comprehends short texts in SAE on familiar topics (e.g. short recounts) with contextual support. reads, with support (e.g. scaffolding the text, teaching vocab/concepts) short texts on a familiar topic linked to mainstream curriculum but at a less complex language level. reads simple instructions (e.g. draw a line) has difficulty with narrative texts due to differing cultural understandings (up to Level 5). needs explicit language teaching (word order, grammar, vocab) and literacy teaching (phonemic awareness, etc.) or may plateau at decoding level. 	<p>The student:</p> <ul style="list-style-type: none"> generates own short texts on familiar topics (e.g. recounts, email message, letters, reports, descriptions), in highly supported contexts with modelling of text structure and language features. connects simple sentences/statements with simple cohesive devices (e.g. and, but, then) writes with EAL/D features reflecting their acquisition of SAE. requires clarification when commencing writing tasks, because of gaps in listening (up to level 5). requires extra time to process thoughts in test situations (up to Level 6).

<p>The student:</p> <ul style="list-style-type: none"> understands social SAE in most familiar contexts but still needs help from SAE speakers (e.g. gestures, modified speech, provision of wait-time). begins to comprehend in academic learning activities if help is given by the SAE speakers (as above) and if contextual support (e.g. reference to pictures, diagrams, materials, and so on) is provided. follows instructions within the classroom if presented clearly (i.e. with clear steps, modelling of the task, logical sequencing of steps) but will often rely on further repetition requires intensive scaffolding to comprehend spoken input on abstract tasks/ concepts may use strategies which give the impression that they understand e.g. nodding, smiling. <p>Level 4</p>	<p>The student:</p> <ul style="list-style-type: none"> interacts socially with familiar SAE speakers in most informal contexts attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning prefers to express themselves without interruption or corrections. recounts an event or a series of events orally (e.g. recount of shared experience). participates in academic learning activities on familiar topics if supported by teacher and context (modelling, scaffolding). gives a short prepared formal spoken presentations with heavy word-for-word reliance on their written text requires time to process thoughts and formulate SAE utterances. 	<p>The student:</p> <ul style="list-style-type: none"> acquires factual information from a growing range of texts on familiar topics but still needs visually supported texts which avoid density of information and language complexity. skims, scans and 'gets the sense of' mainstream texts at cohort level, only with EAL/D-informed support repeats content of short, teacher-selected fairly simple and explicit factual mainstream school texts which contain some argument and persuasion may read for pleasure simply structured longer personal recounts, which do not contain too many unfamiliar cultural references or complex language structures. requires extra processing time, especially under test conditions, up until Level 6. 	<p>The student:</p> <ul style="list-style-type: none"> writes coherent texts on familiar topics (e.g. reports, longer recounts, procedures) modelled in class but with EAL/D features (e.g. difficulty with word order, tense, prepositions, plurals). writes upper primary/junior secondary texts (e.g. imaginative narrative, longer descriptive, simple film reviews and information texts) has uneven control of text structures such as paragraphs, sentences, syntax, cohesive devices and may conform closely to exemplar. sees themselves as writers and have success expresses complex thoughts (e.g. explanations, arguments) but in doing so, the text may become less coherent. This risk-taking is to be encouraged as it enables progress. needs strong EAL/D support (e.g. pre-task and post-task talk, modelling, joint construction).
<p>The student:</p> <ul style="list-style-type: none"> comprehends Standard Australian English (SAE) in most social situations. comprehends most extended teacher and peer talk in academic learning activities. gains the sense of new topics delivered with contextual support though will lack precision. connects ideas within an extended spoken text on a new topic with extensive support (e.g. pre-listening focus activities and multiple viewings broken into sections - <i>dictogloss</i>). requires vocabulary support for new topics. continues to have some difficulty comprehending extended teacher talk at normal speed. experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language. has difficulty with comprehending info. due to background noise (e.g. in a school assembly). <p>Level 5</p>	<p>The student:</p> <ul style="list-style-type: none"> sustains participation in interactions in SAE in an expanding range of contexts expected at their phase of schooling. is fluent in social speech with few breakdowns in communication. participates in class and group learning activities with other SAE-speaking learners, but lacks the 'depth' of language required to relate complex ideas which are needed in certain academic learning activities in SAE is less dependent on the conversation partner for repetition or reformulation, especially if the topic is familiar contributes to new topic-specific discussions if time is allowed for processing before a response is expected. 	<p>The student:</p> <ul style="list-style-type: none"> comprehends a wide range of texts which are related to personal, social and general school contexts which are not culturally over-laden (e.g. self-chosen stories, popular magazines, instructions for games, school notices, class-constructed and individual books and texts). reads subject-specific texts and more complex learning materials, but 'depth' of understanding is limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references) identifies main idea and some supporting details from argument texts on familiar subject-specific topics. needs texts to be context-enhanced (e.g. with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used. 	<p>The student:</p> <ul style="list-style-type: none"> writes (though with support, normally given in classes) recounts, narratives, story retelling and other texts, as expected at their phase of schooling, but with EAL/D features. writes informational texts, including reports if reading source material is at their level of reading ability, otherwise writing may break down. writes with a lack of depth (e.g. narrow range of vocabulary, structures). expresses complex thoughts (e.g. explanation, interpretation, evaluation, argument) but in doing so, the text may continue to be less coherent. This is to be encouraged as it enables progress. self-edits simple grammar (e.g. past tense corrections) after teacher feedback on their drafts, but may not yet have enough language awareness about written SAE to adequately self-edit their written texts (e.g. complex clauses, cohesion).
<p>The student:</p> <ul style="list-style-type: none"> comprehends social SAE with ease. understands extended teacher talk on familiar and new curriculum topics (within the range of ability expected at their phase of schooling) with only occasional lapses of understanding sustains understanding of main ideas in group discussions involving an increasing number of interactions has difficulty comprehending culturally overlaid texts, humour, puns and idioms. needs support to evaluate cultural attitudes, assumptions and beliefs in spoken texts. <p>Level 6</p>	<p>The student:</p> <ul style="list-style-type: none"> takes an active and productive part in all social and academic learning activities. expresses more complex ideas on both familiar and new curriculum topics has some difficulties in expressing meaning in academic language. takes an active and productive part in group activities around academic topics. has a particular strength in fluency. has some difficulties contributing to discussions involving evaluation of cultural attitudes, assumptions and beliefs expressed in written texts because of the complexity of language needed. 	<p>The student:</p> <ul style="list-style-type: none"> comprehends most texts at the level and within the range of ability expected at their phase of schooling but has difficulty with highly culture-specific content. uses information acquired through reading to find relationships, make inferences and draw conclusions (at the level and within the range of ability expected at the phase of schooling). needs more time than Standard Australian English (SAE) -speaking peers to process information. has difficulty at the middle schooling level if texts are very complex, dense, culturally overlaid or totally non-contextualised. 	<p>The student:</p> <ul style="list-style-type: none"> is a competent writer (at the level expected for their phase of schooling), though some EAL/D features persist (e.g. omitted articles, inappropriate prepositions, singular/plural, etc.). can take notes and write a researched report (at the level expected at the phase of schooling) provided the task is carefully structured (e.g. specific questions to be researched; talking around the topic; drafting and redrafting); needs more time for both the reading and writing required in order to produce their best work. writes extended drafts, given time. uses more complex sentence structures, with occasional mistakes

(adapted from *Developmental Maps* – Education Queensland, 2014)