

# Kindergarten EAL/D Learning Progression

## Frequently Asked Questions

### 1. Why has the Kindergarten EAL/D Learning Progression been developed?

Kindergarten students are often overrepresented at the beginning phase of learning English due to limited skills in reading and writing. It is not expected that students entering kindergarten know how to read and write in any language as these foundational skills are taught in the first years of schooling. The Kindergarten EAL/D Learning Progression takes into consideration age-appropriate reading and writing skills, providing a clear progression of language development in the foundation year of schooling.

### 2. When do I use the Kindergarten EAL/D Learning Progression?

The NSW Department of Education Kindergarten EAL/D Learning Progression is used to identify kindergarten EAL/D learners' levels of language proficiency during the foundation year (kindergarten) of schooling.

### 3. Do I use the Kindergarten EAL/D Learning Progression to determine an overall phase to record in Maintain EAL/D in ERN?

Yes. A kindergarten EAL/D learners overall Kindergarten EAL/D Learning Progression phase must be recorded and regularly updated in the Maintain EAL/D function of ERN. It is best practice to update data at least twice per year in line with reporting periods.

#### 4. The Kindergarten EAL/D Learning Progression only has one category for the Beginning English phase while ERN has two (BSL and BLL). How should I enter my Beginning English phase kindergarten students in ERN?

The new Kindergarten EAL/D Learning Progression does not contain sub-categories for Beginning English Some Print Literacy (BSL) or Beginning English Limited Literacy (BLL) due to kindergarten students usually enrolling in school with age-appropriate exposure to print in English or another language.

The majority of kindergarten EAL/D learners identified at the Beginning English phase should be placed at Beginning English Some Print Literacy (BSL) as almost all kindergarten students will have been exposed to environmental print including digital media, TV, signs, books and advertisements. It is very unlikely that a kindergarten student will be identified as Beginning English Limited Literacy (BLL). For the very small proportion of kindergarten EAL/D learners who have been identified at the Beginning English phase, and have had minimal exposure to environmental print in any language, schools may place these students at Beginning English Limited Literacy (BLL).

Once teachers get to know their students, they will be able to identify whether a student has started school with limited exposure to print literacy. It is important to note that funding for both Beginning English Some Print Literacy (BSL) and Beginning English Limited Literacy (BLL) are calculated at the same rate.

#### 5. Do I use the Kindergarten EAL/D Learning Progression to apply for New Arrivals Program (NAP) funding?

Yes. Kindergarten students overall EAL/D phase is determined using the Kindergarten EAL/D Learning Progression. Once the EAL/D phase data has been entered into Maintain EAL/D in ERN, review the New Arrivals Program (NAP) section on the Data Collections site for potential funding. Information about NAP eligibility and the application process is available on the [New Arrivals](#) webpage.

## 5. How will using the Kindergarten EAL/D Learning Progression affect the English Language Proficiency (ELP) equity loading for my school?

It is important that accurate data is collected to reflect the EAL/D phases of kindergarten students. English language proficiency funding is needs based and distributed equitably across NSW public schools. The [Revised methodology for the English language proficiency \(ELP\) funding model](#) explains how ELP funding is allocated to schools.

## 6. What are the requirements for using the Kindergarten EAL/D Learning Progression for reporting to parents?

In line with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](#) reporting on English language proficiency is mandatory for all EAL/D learners. To meet the mandatory English language proficiency reporting requirements, all kindergarten EAL/D learners must have the following included on their written reports:

- a sentence stating that the student has been identified as an EAL/D learner
- Information about how their English language learning has been supported
- Information about their progress in learning English

For example:

(Student name) has been identified as an English as an additional language learner. He can/She can \_\_\_\_ (a comment on the progress made in English language learning based on the Kindergarten EAL/D Learning Progression.) To support his/her English language learning in the classroom, he/she has been provided with visual aids to support his/her vocabulary and understanding on unfamiliar topics to complete tasks. (See Appendix 1 for examples of types of support.)

## 7. How do I identify an EAL/D phase for a student in the speaking and listening modes?

Many pointers in the speaking and listening modes in the Kindergarten EAL/D Learning Progression are observed by the teacher during group/class discussions.

It is important to use a range of work samples from across different curriculum areas. These can range from following classroom routines, engagement with peers (conversations, group work, play based activities), responding to questions and instructions, telling 'news', recounting events and picture talks. Transcripts and video recordings may also be analysed to inform phase selection.

## 8. What texts can I use to identify an EAL/D phase for a student in the reading mode?

When learning to read it is important that EAL/D learners are exposed to a range of texts that support natural patterns of English language development. While many kindergarten classrooms use decodable texts, which can be valuable in reinforcing taught letter-sound relationships, these texts alone do not expose learners to the broad vocabulary they need to increase their English language proficiency. When selecting texts for EAL/D learners, the following should be considered:

- familiarity of concepts
- vocabulary knowledge
- levels of comprehension

Selecting a text that meets the considerations above will help to support EAL/D learners to demonstrate their strengths and areas for development in reading.

## 9. How do I identify an EAL/D phase of a student in the writing mode?

When identifying a kindergarten EAL/D learners' writing phase, it is important to use a range of work samples including drawings, tracing and copied words in independently written sentences on familiar topics. Work samples can be gathered as part of everyday class work and do not need to be completed as formal assessment tasks. It is best practice to use a range of work samples from across different curriculum areas.

## 10. When do I begin using the ACARA F(K)-2 EAL/D Learning Progression?

The ACARA F(K)-2 EAL/D Learning Progression is to be used to identify student EAL/D phases from the beginning of Year 1.

## 11. Should I be concerned if there is a phase change when moving from using the Kindergarten EAL/D Learning Progression to the ACARA F(K)-2 EAL/D Learning Progression?

There is no need to be concerned if there is a change of phase when moving between progressions. For many EAL/D learners, when moving between progressions (Kindergarten to K-2, K-2 to 3-6, 3-6 to 7-10) there may be changes in phases due to the increasing language demands.

### Contact

For more information, please contact your local [EAL/D Education Leader](#) or email [eald.education@det.nsw.edu.au](mailto:eald.education@det.nsw.edu.au)

## Appendix 1

There are many ways teachers can support EAL/D learners in developing English language proficiency. Below is a list of some strategies that may support EAL/D learners in the classroom and can be referred to when writing EAL/D report comments.

- Creating opportunities for oral interaction
- Vocabulary building activities e.g. barrier games and matching/sorting/labelling tasks
- Sequencing texts and pictures
- Pre-teaching key vocabulary
- Bilingual dictionary/classroom labels
- Picture dictionary
- Bilingual and culturally inclusive texts
- Visual representation of vocabulary, instructions, concepts
- Scaffolding of tasks
- Worked example of responses/tasks
- Diagrams, flowcharts
- Modelled texts
- Group and pair work (including first language speaking peers)
- Breaking tasks into smaller sections
- Providing explicit instructions
- Target word walls and word banks
- Audio and visual resources
- Modified tasks
- Rephrasing
- Graphic organisers
- Hands on activities
- Assessing prior knowledge utilising first language and encouraging use of first language
- Modelling
- Word clines
- Labelling activities
- Sentence matching (beginning/ending)
- Text reconstructions
- Using sentence starters
- Immersive reader and other translation apps
- Highlighting key words
- Joint construction (writing texts together as a whole class)
- Guided reading