

7-10 EAL/D Progression by Mode: Listening

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase are tuning in to the sounds of English. They attempt to listen to and interpret the new language for short periods. In this phase, they begin to understand common instructions, basic questions, short descriptions and the gist of explanations in familiar contexts and in areas related to their prior knowledge and experience.</p>	<p>Learners at the beginning of this phase can understand familiar instructions and information in a variety of classroom situations. In this phase, with scaffolding, they begin to extract specific information from familiar audiovisual texts and understand the gist of teacher explanations involving known subject-specific information.</p>	<p>Learners at the beginning of this phase understand the gist of most classroom interactions and information, provided that this is presented clearly and at a moderate pace. In this phase, they listen successfully in a wide range of social (informal) contexts, although they will still experience difficulty in understanding the main points in most academic (formal) contexts.</p>	<p>Learners at the beginning of this phase understand most of the information they encounter on a daily basis within the school environment. As they near the end of this phase, they begin to take part in extended discourse, interpret and extract information from subject-specific spoken texts, and take notes from spoken presentations with accuracy. Specific cultural references may still cause confusion.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respond to spoken English in familiar and predictable situations where the diction is clear and the pace slow <input type="checkbox"/> respond to nonverbal cues that match their own culture <input type="checkbox"/> identify some known vocabulary as single words and sometimes in a sentence sequence of sounds when the known word is stressed (eg Give me your book) <input type="checkbox"/> mask when they do not understand classroom discussions or work <input type="checkbox"/> may nod or speak, but not always be in turn <input type="checkbox"/> rely on gestures and visual support for understanding, and begin to ask for help from others. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in two-way conversations on familiar topics in familiar, informal English, responding appropriately and in turn <input type="checkbox"/> are beginning to correctly interpret intonation, stress and other culturally-specific nonverbal communication <input type="checkbox"/> are unable to process detail that is <input type="checkbox"/> specialised or comprehend much of the subject-specific terminology that is used if it has not previously been introduced <input type="checkbox"/> have limited understanding of vocabulary across different registers (particularly the academic register), and this will present as a weakness in comprehension <input type="checkbox"/> increasingly distinguish unfamiliar sounds in English <input type="checkbox"/> generally ask for help and repetition where necessary. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respond appropriately in most unplanned exchanges <input type="checkbox"/> are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture) <input type="checkbox"/> begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing <input type="checkbox"/> understand the gist of most spoken and audiovisual texts, and can <input type="checkbox"/> identify specific information if questions are given beforehand <input type="checkbox"/> understand the gist of small amounts of non-literal and generalised information when appropriate background is given <input type="checkbox"/> identify a range of vocabulary across different learning areas <input type="checkbox"/> may ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand examples of relatively overt subjective language and interpret the intention of the speaker, using their knowledge of how intonation, volume and lexical choice create meaning <input type="checkbox"/> identify everyday humour in spoken texts <input type="checkbox"/> have increased ability to understand extended monologic discourse and <input type="checkbox"/> teacher talk at native speaker speed, but may still require visual or print scaffolding for more abstract concepts <input type="checkbox"/> understand a range of dialects and colloquial language, and monitor spoken language for relevance and accuracy <input type="checkbox"/> identify a range of language devices and how these are used to achieve specific effects (eg poetic devices and repetition in speeches) <input type="checkbox"/> request repetition or clarification if speech contains too many cultural references.

NSW Department of Education, adapted from [Australian Curriculum, Assessment and Reporting Authority \(ACARA\) English as an Additional Language or Dialect: Teacher Resource \(EAL/D\)](#)

7-10 EAL/D Progression by Mode: Speaking

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase attempt to communicate using a mixture of nonverbal and first language utterances, and some common isolated words and formulaic expressions. Towards the end of this phase, they begin to communicate simply in basic learnt English expressions in a limited range of familiar social and classroom contexts.</p>	<p>Learners at the beginning of this phase communicate simply in a variety of familiar classroom contexts. In this phase, they begin to use simple but effective strategies for initiating communication, negotiating meaning and communicating in a range of familiar and some academic contexts. They may appear to make more errors as they start to create their own sentences rather than repeating formulaic expressions.</p>	<p>Learners at the beginning of this phase communicate effectively in the classroom, but not in all academic contexts. In this phase, they participate in, maintain and can achieve in most oral activities required by the teacher.</p>	<p>Learners at the beginning of this phase communicate confidently and effectively in most situations, although some first language influence may still be evident in nonverbal communication. As they near the end of this phase, they express themselves fluently in a range of situations and effectively use communication strategies to interact purposefully.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> initiate and respond to simple statements in familiar contexts, such as everyday greetings <input type="checkbox"/> distinguish between spoken English and first language/dialect <input type="checkbox"/> make tentative attempts at polite request forms and often use statements instead of polite requests, which may be perceived as rudeness but indicate, instead, a lack of cultural knowledge <input type="checkbox"/> use common vocabulary and simple grammatical patterns with variable accuracy to achieve their immediate communicative needs <input type="checkbox"/> pronounce words clearly enough for understanding <input type="checkbox"/> imitate and repeat words and phrases, and rely on a supportive interlocutor. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> elaborate on some ideas in coherent speech by using standard expressions to discuss views and attitudes <input type="checkbox"/> give short, prepared formal spoken reports, but questions directed to them during or after the presentation may present difficulties <input type="checkbox"/> may show evidence of home language background knowledge in verbal and nonverbal communication <input type="checkbox"/> experiment with simple grammatical forms, conjunctions and pronouns with varying success <input type="checkbox"/> use comprehensible pronunciation and develop an awareness of English stress and intonation, although this is not always reproduced accurately <input type="checkbox"/> may seek to extend oral skills in English through experimentation with new vocabulary (which can be seen in obvious errors), or else they will communicate effectively by avoiding complex language forms and vocabulary, rather than attempting to develop these. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ask questions and respond successfully in a wide range of social and some academic contexts, using politeness conventions <input type="checkbox"/> give and justify opinions if given a supportive environment <input type="checkbox"/> participate successfully in group discussions and tutorials, using communicative strategies (eg entering the conversation) correctly, provided that this is on a familiar topic <input type="checkbox"/> demonstrate an awareness and growing control of register in the creation of their spoken texts <input type="checkbox"/> use appropriate nonverbal language in most familiar contexts <input type="checkbox"/> moderate their pronunciation, pace and emphasis so that they are understood in most situations, and accent rarely impedes communication <input type="checkbox"/> use a growing range of technical vocabulary and begin to use some imagery and colloquialisms <input type="checkbox"/> plan and rehearse more formal spoken to improve fluency and accuracy of oral language <input type="checkbox"/> can be understood in most contexts. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use spoken language effectively and mostly correctly, showing an understanding of pause, stress, rhythm and intonation, and how these can convey values, perspectives and feelings <input type="checkbox"/> show good control of a wide range of registers and some idiomatic and colloquial expressions <input type="checkbox"/> express thoughts and feelings by using allusions and making jokes <input type="checkbox"/> speak clearly and pronounce most sounds correctly <input type="checkbox"/> take part in extended discourse fluently and spontaneously on a range of topics, showing their versatility of expression <input type="checkbox"/> use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate) and can identify multiple meanings of many familiar words (eg angle in English and angle in mathematics) <input type="checkbox"/> negotiate and participate successfully in group work <input type="checkbox"/> use paraphrase to cover gaps in vocabulary or structural knowledge.

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7-10 EAL/D Progression by Mode: Reading / Viewing

Beginning (SPL in FL)	Beginning (LLB)	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase understand that print transmits messages and ideas, and those from a similar alphabetic background will attempt to decode simple English words, using first language strategies to decode the sound–symbol relationship. In this phase, they will need intensive scaffolding to read and comprehend the main ideas, and limited specific information in short, simple, factual or fictional texts that do not rely on significant cultural knowledge.</p>	<p>Learners at this phase are new to reading but are beginning to appreciate the purpose of print texts and the need to read.</p>	<p>Learners at the beginning of this phase can interpret simple, culturally accessible texts. In this phase, they begin to read, view and comprehend the purpose, main ideas and most specific information that have been taught in a range of simple texts, including informative texts on familiar topics.</p>	<p>Learners at the beginning of this phase understand the main ideas of familiar classroom texts. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum.</p>	<p>Learners at the beginning of this phase understand literal and inferential information in most classroom texts. In this phase, they independently read and respond to a wide range of authentic, accessible texts from across the curriculum and from a range of media, as well as showing the ability to apply information gleaned to new situations.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehend and respond to short, simple texts in Standard Australian English, relating home culture, knowledge and experience to this information <input type="checkbox"/> may show comprehension of texts through the construction of diagrams or images <input type="checkbox"/> can engage with visual images and interpret these at a literal and superficial inferential level, provided that these are not too reliant on cultural content <input type="checkbox"/> understand the purpose of diagrams, graphs or diagrams in text <input type="checkbox"/> may need explicit teaching to learn to decode English print, especially if the print of their first language is significantly different <input type="checkbox"/> can use text form knowledge to identify familiar text types <input type="checkbox"/> actively use graphics and computer icons to help negotiate a text. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begin to understand the sound–symbol relationship of English and how to sound out short, phonically decodable words <input type="checkbox"/> begin to understand the directionality of English print and trace under words with their finger or a pen to demonstrate this <input type="checkbox"/> identify the different elements of books – the cover, the title, the pages and the way these are turned <input type="checkbox"/> make connections between print and visuals using home cultural knowledge <input type="checkbox"/> attempt to follow the gist of a plot in film or television by interpreting the body language and action they see on the screen <input type="checkbox"/> benefit from having access to simple texts in their home language <input type="checkbox"/> may have beginning awareness of ICT and their use in learning in a school <input type="checkbox"/> use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are beginning to draw inferences and to distinguish opinion from fact <input type="checkbox"/> begin to develop understanding beyond the literal level of text, using context clues to make meaning <input type="checkbox"/> may be able to comprehend subject-specific words more easily than common words (eg plant, work, feed, which have a range of meanings <input type="checkbox"/> depending on the context) <input type="checkbox"/> use their understanding of basic text organisation to extend their comprehension <input type="checkbox"/> begin to combine strategies such as rereading and reading on to facilitate decoding <input type="checkbox"/> bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print, and benefit greatly from the use of first language with peers and teachers' assistants. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may still be experiencing difficulty discriminating literal meaning from implied meaning, subtle references, innuendo and sociocultural references <input type="checkbox"/> use appropriate intonation when reading statements, questions and dialogue <input type="checkbox"/> can transfer information from a text to another format (eg diagram, graph) <input type="checkbox"/> can read many irregular words, and <input type="checkbox"/> can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) <input type="checkbox"/> use graphophonic, syntactic and semantic cues to work out the meanings of unfamiliar words <input type="checkbox"/> follow meaning across sentences and paragraphs by tracking basic cohesive and reference items <input type="checkbox"/> make predictions about the likely content of texts based on their understanding of the different purposes and structures of text types <input type="checkbox"/> use a growing range of strategies to extend their reading such as adjusting their reading rate according to the task, skimming, scanning and reading on <input type="checkbox"/> continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> still need scaffolding in making inferences from texts that rely on long immersion in the culture <input type="checkbox"/> reflect on the purposes of different types of texts and read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as reports, life cycles and flow charts) <input type="checkbox"/> understand a wide range of general vocabulary, phrasal verbs and nominalisations <input type="checkbox"/> take notes that identify and interpret the main ideas, issues and plot developments, as well as supporting details and quotations that may be used to justify an opinion or response <input type="checkbox"/> locate and organise information from a range of sources, including the internet, and can identify reference items across complex sentences and in lengthy, complex texts <input type="checkbox"/> choose and integrate effective reading strategies to extend their understanding <input type="checkbox"/> continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages.

7-10 EAL/D Progression by Mode: Writing

Beginning (SPL in FL)	Beginning (LLB)	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase begin to copy English words they encounter in the classroom, but do so with limited understanding of what these represent. In this phase, they attempt to write for a range of basic classroom and personal purposes in short phrases, with limited grammatical accuracy and vocabulary.</p>	<p>Learners at this phase are new to writing but understand the importance of learning to write.</p>	<p>Learners at the beginning of this phase produce basic classroom and social texts following highly structured examples. In this phase, they begin to write for a range of everyday classroom and personal purposes using a bilingual dictionary, bilingual teachers' assistants or bilingual teachers for support. Their first language influence is evident in the way they organise texts.</p>	<p>Learners at the beginning of this phase write independently for a range of classroom purposes with varying grammatical accuracy. They still exhibit first language influence in text and language structure. In this phase, they begin to produce a range of text types from across the curriculum, showing coherence and an awareness of purpose and audience.</p>	<p>Learners at the beginning of this phase create a wide range of text types used across the curriculum with limited support, showing variation in their writing according to context, audience and purpose. In this phase, they require less support and broaden their ability to produce less familiar text forms in subject-specific areas, provided that these are adequately modelled.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may communicate ideas through drawings, symbols and early writing attempts, and produce and copy symbols, letters, words, labels, lists and sentences <input type="checkbox"/> sequence simple sentences (eg My name is ..., I come from ..., I live in ...) <input type="checkbox"/> work with literal language, drawing vocabulary from concrete classroom experiences <input type="checkbox"/> show evidence of direct translation from first language in sentence structure <input type="checkbox"/> copy writing from the board <input type="checkbox"/> use letter formation and punctuation that show influence of first language <input type="checkbox"/> vocabulary is limited to that learnt in class <input type="checkbox"/> rework drafts in response to teacher suggestions and use basic word processing features to write and present texts <input type="checkbox"/> use bilingual clarification from a variety of sources. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> represent letters as images rather than as symbols, and so letters may be poorly and inconsistently formed <input type="checkbox"/> may have little or no experience with pencil and paper, and may have difficulty with pencil grip <input type="checkbox"/> are beginning to learn how to use ICT independently <input type="checkbox"/> may have difficulty keeping their written work organised <input type="checkbox"/> begin to understand the concept of simple punctuation, differentiate between this and letters, and attempt to use this when copying written text <input type="checkbox"/> begin to differentiate between numbers and letters. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may copy whole chunks of language from a text rather than taking notes and rewriting in their own words <input type="checkbox"/> attempt to reproduce basic repertoire of text types (eg an email) <input type="checkbox"/> text may exhibit knowledge of common cultural references <input type="checkbox"/> formulaic expressions may be used to structure text <input type="checkbox"/> are able to use topic sentences and stay on topic <input type="checkbox"/> experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary <input type="checkbox"/> show some awareness of the difference between informal and academic language, and experience difficulty in the accurate reproduction of most academic language <input type="checkbox"/> use basic punctuation accurately (eg capital letters, full stops and question marks); first language influence is still evident in punctuation <input type="checkbox"/> construct paragraphs that may be underdeveloped and show a lack of whole-text consistency <input type="checkbox"/> spelling may be inconsistent but when read phonetically does not impede comprehension <input type="checkbox"/> edit their text with the teacher. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may produce writing that does not reflect their potential because preparatory reading has taken most of the time and limited the available time for drafting and editing <input type="checkbox"/> create a range of types of texts, using growing knowledge of text structure <input type="checkbox"/> continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication <input type="checkbox"/> use cohesive devices to link both within and across paragraphs <input type="checkbox"/> use pronoun reference with noun/pronoun agreement (eg Mary ... she ... her) <input type="checkbox"/> use appropriate time sequencing (eg first, next, finally) <input type="checkbox"/> use appropriate abbreviations in notes <input type="checkbox"/> begin to apply referencing conventions appropriately <input type="checkbox"/> independently edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms <input type="checkbox"/> continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing with particular audiences in mind <input type="checkbox"/> write clear, well-structured texts <input type="checkbox"/> use expressions, collocation and colloquialisms, although writing may still not always reflect a native speaker-like knowledge of commonly accepted and expected ways of expression in the academic register <input type="checkbox"/> demonstrate consistent control over <input type="checkbox"/> a range of text types and their commonly used grammatical features <input type="checkbox"/> incorporate direct and indirect speech, abbreviations, symbols and graphic devices for effect <input type="checkbox"/> experiment with sophisticated language features such as simile and metaphor <input type="checkbox"/> demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas and are beginning to understand how vocabulary choice is linked to the tenor of the texts (eg abdomen, stomach, belly) <input type="checkbox"/> effectively employ cohesive devices between sentences and paragraphs to create clarity and fluency <input type="checkbox"/> reference sources correctly <input type="checkbox"/> review and edit their work independently