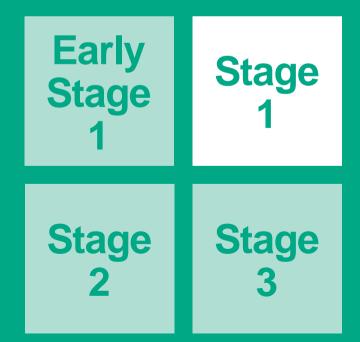
ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

A framework for English as a Second Language (ESL) teaching and learning in primary schools

TEACHING GUIDE

Stage 1 ESL Bands: A1 + A2





ACKNOWLEDGEMENT

ESL Steps: ESL Curriculum Framework K–6 was developed through a lengthy consultation process with primary teachers from over 100 NSW government schools. The expertise and dedication of those teachers is warmly acknowledged.

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Introduction

The ESL Steps: ESL Curriculum Framework K-6 is a

planning and programming tool for teachers of students learning English as a second language (ESL) in New South Wales government schools. It demonstrates how ESL students with varying levels of English language proficiency can be supported to achieve KLA outcomes at their appropriate stage of learning. The framework is designed for use across all stages and within any KLA. It is organised in a series of 'steps' which show the progressive development of English language skills, linked to both the *ESL Scales* and K–6 syllabus stages.

STRUCTURE

Teaching guides

The *ESL Steps: ESL Curriculum Framework K–6* is presented in four booklets or teaching guides. A teaching guide is provided for each K–6 stage (Early Stage 1, Stage 1, Stage 2, Stage 3). Each guide is organised into seven sections based on **Language focus areas**. Each section is graded by **ESL band** and is presented in **language modes** (Oral, Reading and Writing) to define each **ESL step**.

Language focus area

The language focus areas of **describing**, **recounting**, **responding**, **instructing**, **explaining**, **persuading**, and **negotiating** relate to the types of texts identified in the *English K–6 Syllabus*.

ESL bands

ESL bands (A1 – beginning, A2 – elementary, B – transitional and C – extended) are clusters of *ESL Scales* levels providing broad descriptions of ESL learner English language proficiency. They can be used to determine appropriate groupings of students for ESL instructional purposes within a class. The relationship between *ESL Scales* levels and *ESL Steps: ESL Curriculum Framework K–6* bands is shown in the appendices.

Language modes

Each ESL Step is presented in the language modes of **oral**, **reading** and **writing**.

ESL step

Each ESL step is a broad outcome covering the *ESL Scales* levels included in the band. It describes what can be expected of a typical ESL learner:

- within a language focus area (describing, recounting, responding, instructing, explaining, persuading, and negotiating)
- at an ESL band of English language proficiency (A1, A2, B and C)
- in a given language mode (oral, reading and writing).

Each ESL step is supported by:

• Suggested language elements

The suggested language elements act as indicators for the broad outcome of the ESL step statement. The language elements presented are selections only and may be added to as required.

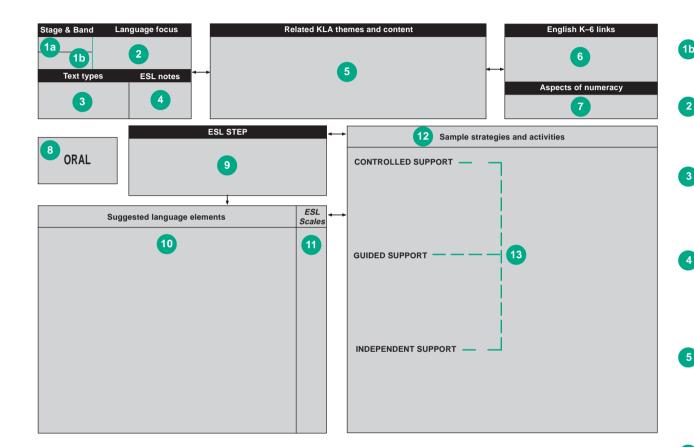
• Sample strategies and activities

The sample strategies and activities were developed by a team of experienced ESL teachers. They do not constitute a program or a teaching sequence, but represent examples of the sorts of activities that teachers use to optimise learning for ESL students.

In effective ESL teaching, support is gradually reduced as learners gain proficiency in the targeted language. In *ESL Steps: ESL Curriculum Framework K–6*, activities are grouped into controlled support, guided support and independent support levels to help teachers to plan sequences that reflect this progression.

Note: The oral skill areas of listening and talking are described separately in each ESL step statement and the suggested language elements. The sample strategies and activities encompass both skills in most cases.

Teaching guides — overview



STAGE 1a

Indicates the stage of schooling and the ESL Steps: ESL Curriculum Framework K-6 band in which ESL teaching and learning takes place.

1b BAND

Indicates the English language proficiency range.

LANGUAGE FOCUS

Identifies the focus of receptive and productive use of English language for the ESL step.

TEXT TYPES

Identifies some types of texts associated with the language focus that students will experience or produce.

ESL NOTES 4

Indicates where relevant additional teaching and learning suggestions for ESL learners can be found in the English K–6 Modules.

RELATED KLA THEMES AND 5 CONTENT

Identifies the kind of topics in which the language focus is essential to language use and content learning.

ENGLISH K-6 LINKS 6

Indicates the relationship between these ESL steps and the English *K–6 Syllabus* outcomes for this Stage.

ASPECTS OF NUMERACY Identifies some examples of numeracy concepts that may be relevant to KLA topics associated with the language focus.

ORAL

8

Identifies which mode of English language use is being targeted. Reading and Writing appear on the facing page.

ESL STEP 9

Identifies a manageable unit of ESL teaching and learning that focuses attention on the ESL aims of the topic.

SUGGESTED LANGUAGE (10) **ELEMENTS**

Identifies specific aspects of English language learning involved in achieving the ESL step.

ESL SCALES

(11

References link language elements to ESL Scales with the numbers representing Level: Outcome: Pointer. Where an outcome is relevant but there is no appropriate pointer listed, x indicates that an additional pointer has been provided here.

SAMPLE STRATEGIES AND 12 **ACTIVITIES**

Provides examples of learning activities that enable ESL students to learn the English language skills required for the ESL step.

13 FRAMEWORK SCAFFOLDING

Outlines the varying degrees of ESL support that need to be provided to enable ESL students to move towards increasingly independent use of the targeted English language skills and language elements.

INTRODUCTION

RECOUNTING

RESPONDING

INSTRUCTING

EXPLAINING



Using the 'ESL Steps: ESL Curriculum Framework K–6' teaching guides in programming The ESL Steps: ESL Curriculum Framework K–6 teaching guides are designed to assist teachers in their planning and programming for ESL learning. The diagram on page v outlines how the ESL Steps: ESL Curriculum Framework K–6 teaching guides can be used to assist with programming.

Goal

The goal of ESL teaching and learning programs is that ESL students are able to achieve the KLA outcomes for the appropriate stage. The *ESL Steps: ESL Curriculum Framework K–6* offers assistance for teachers in planning and programming to bridge the gap between the English language proficiency of their ESL students and the language demands of the activities in KLA units and topics.

1. Needs analysis

Teachers should use the ESL Scales to gauge the level of English language proficiency of ESL learners. The ESL Scales level statements can be used to make an initial judgement. This judgement can be confirmed or adjusted as students' engagement in teaching and learning activities provides clarification of what ESL students can and can't do. The four ESL bands used in the ESL Steps: ESL Curriculum Framework K-6 group several ESL Scales levels together and create a practical basis for grouping students for ESL instructional purposes. Teachers determine the relevant ESL band for the ESL learner group.

2. Language demands

When planning a KLA unit or topic, teachers anticipate the oral and written texts with which students may be required to engage. These may be informed by the text types identified in the English K-6 Syllabus. Using the Language focus across the curriculum in the appendices as a guide, teachers can determine the related language focus areas. Teachers can also use the ESL Scales outcomes and pointers to identify the language demands of the activities and assessments in a KLA unit or topic.

3. ESL steps

Teachers locate relevant ESL steps. Each double page display in the teaching guides provides information about talking, listening, reading and writing for one language focus area within an **ESL band**. Teachers locate the relevant pages by combining the appropriate **language focus area** and **ESL band**.

4. Language elements

Teachers select items from *suggested language elements* for each language mode (oral, reading and writing). These are suggestions only and alternatives may be selected from related *ESL Scales* pointers. The items selected become the ESL objectives of the teaching unit against which ESL learning is assessed.

5. Strategies and activities

Teachers select ESL teaching and learning strategies and activities to support the development of English language skills needed for KLA learning. Alternatively, teachers may design strategies and activities using the samples as a guide. Teachers sequence activities using the framework of *Controlled support*, *Guided support* and *Independent support* to provide graduated support for learning the target language.

Controlled support is provided through specifically designed activities that give students models of the target language. Controlled support is usually teacher led and involves students participating in fully scaffolded activities that draw their attention to specific aspects of the language.

Guided support is provided though activities designed to ensure students have multiple exposures to the target language. Guided support provides a partial scaffold for students as they apply and practise the target language.

Independent support is provided through activities designed to allow independent use of the target language. Independent support provides minimal scaffolding to students as they demonstrate their developing mastery of the target language in a range of contexts.

The sequence of learning activities is based on the learning needs of students. In most cases, students require an alternation between controlled and guided support rather than support which follows the controlled, guided, independent support framework in a linear fashion.

Teachers identify activities at all support levels that provide opportunities for assessment for ESL learning.

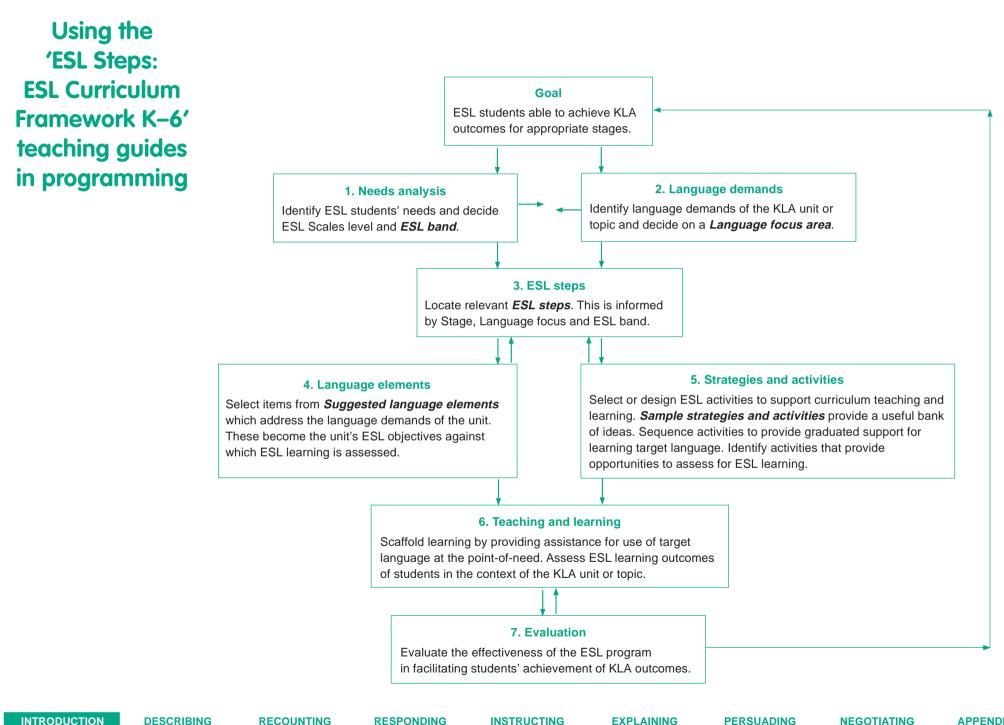
6. Teaching and learning – implementing the ESL program

Teachers implement the programmed teaching sequences. They scaffold learning by providing point-of-need assistance adjusting the program where appropriate to ensure that individual students' immediate needs are met.

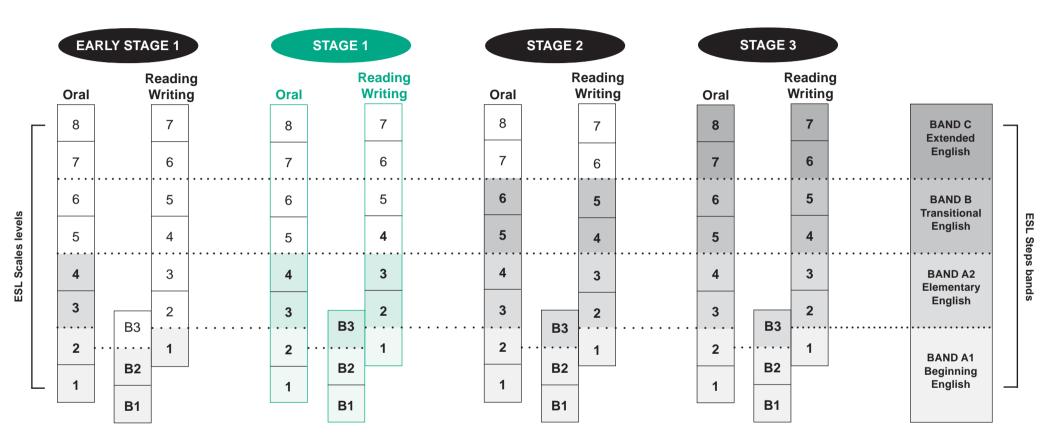
Teachers conduct planned ongoing assessments and record relevant observations as required. Teachers assess ESL learning against the ESL objectives that were established using suggested language elements.

7. Evaluating

Teachers use students' assessment data, cumulative and final, to provide evidence of the impact and suitability of the program. They judge the effectiveness of the ESL program in enabling students to move towards achievement of KLA assessment and outcomes.



Relationship of 'ESL Steps: ESL Curriculum Framework K–6' bands to K–6 syllabus stages and 'ESL Scales' levels



LEGEND

The diagram shows the relationship between *ESL Steps: ESL Curriculum Framework K–6* in the four bands from Beginning English to Extended English, the outcomes of K–6 syllabuses in the four stages from Early Stage 1 to Stage 3 and the *ESL Scales* levels in Oral Interaction and in Reading and Writing.

The shaded areas indicate the coverage of the ESL Steps: ESL Curriculum Framework K-6 materials for each of the four stages.

Stage 1 • ESL Bands: A1 + A2

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DESCRIBING

Language focus across the curriculum*

EXAMPLES OF	SPOKEN AND WRITTEN TEXT TYPES ²			
LANGUAGE FUNCTIONS	Literary	Factual		
naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting	literary description	 factual description information report 		

(*with reference to text types as discussed in the English K-6 Syllabus (NSW Board of Studies, 1998: pp 66–71)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	OR	AL	READING	WRITING	
Britte	Listening	Talking			
A1	identifies related words from short, simple descriptions and reports	ies related words from uses single words, formulaic phrases or incomplete		writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts	
A2	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class	
В	links key points of information to supporting details from descriptive spoken texts	elaborates on descriptions in group work or class discussions and presentations	identifies and organises main ideas and specific details from literary and factual descriptions and reports	writes literary and factual descriptions and reports incorporating information from other sources	
С	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts using a range of reading strategies and sources	writes literary and factual descriptions and reports showing control over register	

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Stage & Band Language focus				Related K	LA ther	nes and	content		English K–6 links	
1 : A1 Beginning Text types	DESCRIBING ESL notes	Engl Math HSIE	(Terry Denton) s shape, number, size objects, people, clot	e, classifying hing, food,		C/Arts PDHPE	emotions conveyed through body language and gesture, e.g. <i>Drama: If</i> <i>the Cap Fits</i> special treasure, e.g. <i>Interpersonal</i> <i>Relationships</i>		ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.	
Observation	Eng K–6 modules	:	e.g. <i>Celebrations: F.</i> <i>Present</i>	amilies Past a	£				Aspects of numeracy	
 Literary description Factual description Information report 	on page 166	S&T	food container mate <i>Cold</i>	rials, e.g. <i>Hot</i>	° or				Position, time, size, measurement, volume, mass, temperature, classification, comparison.	
		ESL	STEP		←→		Sample st	rategie	s and activities	
			rom short, simple			CONT	ROLLED SUPPORT – Teacher	supplie	s target language by:	
ORAL descriptions and reports. • Uses single words, formulaic phrases of							hlighting descriptive terms from dle sized, large); The Hungry Ca		xts, e.g. The Three Billy Goats Gruff (size: r (food, colour, feelings, size).	
	events.	describe ta	miliar people, place	S,			nonstrating how to role-play cha criptive words, e.g. sad, happy,		from class text, focusing on miming relevant g, crying.	
			*	501		3. Intr	oducing action games, e.g. 'Sim	on Says	' – Hungry giant, sad giant, angry giant or 'l	
	Suggested language	elements		ESL Scales	<>	spy' using a descriptive category, such as colour – I spy something that is red				
LISTENING						GUIDE	D SUPPORT – Students practi	se targ	et language by:	
	speaker by making comme This is a photo of our scho			1.3.2		1. In p	airs, describing the weather fror	n a wea	ther chart with prompting as needed.	
U U	formation with prompting a			2.4.3		-		y box' u	sing descriptive words and questions from	
	amiliar objects and pictures	•		2.1.6		charts displayed in room.				
-	h personal comment.			2.1.9				-	rtner can build one to match (shape, colour).	
TALKING						4. In g	roups, sorting multi attribute blo	cks and	talking about criteria used, e.g. colour, size.	
1. Pronounces of	common words and phrase	s from class	ext and activities	1.3.7			ENDENT SUPPORT – Students		rget language by: the using a rod and magnet, e.g. red fish.	
comprehensik	•			2.2.1						
 Distinguishes spoken English from other language. Offers observations, e.g. dog black. 			2.2.1		2. Participating in a scavenger hunt in the playground to find various objects, e.g. a brown leaf, a short twig.					
 Comments of familiar objects and pictures. 			2.3.6		3. Identifying a character from a familiar text after listening to descriptive clues.			fter listening to descriptive clues.		
5. Responds to questions with some details.			2.1.9							
6. Combines kno	own formulas, learned stru v utterances related to desc	ctures and ot		2.3.9						
 Uses familiar repetitive patterns from spoken descriptive texts, e.g. and a little bowl for Baby Bear. 										

ESL STEP	←→	Sample strategies and activities
READING Joins in shared reading of familiar literar. factual descriptions and reports and com simple related activities.		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating completion of a matrix to record information from text, e.g. animals: covering, legs, homes.
Suggested language elements	ESL Scales	 2. Creating a word map of adjectives and phrases around characters from a book, e.g. <i>Greedy Grey Octopus</i> (Christel Buckley)
 Shows awareness of sound/symbol relationships and left to right progression of print in literary or factual descriptions or report. Recognises simple subject-verb-object sentence pattern in simple literary or factual descriptions or report. Focuses on decoding print, e.g. apply sound/symbol knowledge to text in English. Recognises names of familiar objects and picture. Identifies different purposes for reading. Identifies where sentences begin and end. Focuses on reading repetitive words or phrases in familiar text. 	1.6.4 1.6.5 1.7.3 1.8.8 1.5.4 1.6.1 1.7.3 1.8.1	 GUIDED SUPPORT – Students practise target language by: 1. In pairs, completing a supported cloze – (beginning letter left in and words at top of pagetc.) on nouns and adjectives or verbs and adverbs. 2. In groups, matching nouns with appropriate adjectives (on strips written by teacher) to create descriptive noun groups. INDEPENDENT SUPPORT – Students use target language by: 1. Completing cloze supported by word bank of key nouns and adjectives and based on descriptions of objects and characters from familiar class text. 2. Matching descriptive words and phrases from a word bank to a given character or setting from a familiar class text.
WRITING ESL STEP Writes and illustrates literary and facture descriptions and reports based on modelle or jointly constructed texts.	d and/	Sample strategies and activities CONTROLLED SUPPORT – Teacher supplies target language by: 1. Using a picture stimulus or realia to demonstrate writing a descriptive sentence. 2. Introducing concept keyboard as a tool for writing a simple description. 3. Introducing word clippe, e.g. unbappy, and misorable.
Suggested language elements . Completes simple repetitive modelled sentences. . Writes or copies well-known words, phrases or short texts. . Draws to illustrate literary and factual information.	ESL Scales 1.9.4 1.11.1 1.12.2	 Introducing word clines, e.g. unhappy, sad, miserable. GUIDED SUPPORT – Students practise target language by: In pairs, labelling illustrations copying descriptive words on display. In groups, developing dictionaries of descriptive words around class themes. In pairs, creating new sentences using a sentence stem, nouns and descriptive words around set the sentence words around set the s

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Stage & Band Lan	guage focus	Related KLA themes and		mes and content English K–6 links
1 : A2 Beginning DES DES Ext types Observation Literary description Factual description Information report	ESL notes Eng K–6 modules: page 134 page 166	English settings, e.g. Felix & (Terry Denton) Maths shape, number, size HSIE objects, people, clot e.g. Celebrations: Farmer S&T food container mate Cold	e, classifying hing, food, <i>families Past &</i>	C/Arts emotions conveyed through body language and gesture, e.g. Drama: If the Cap Fits ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. PDHPE special treasure, e.g. Interpersonal Relationships Aspects of numeracy Position, time, size, measurement, volume, mast temperature, classification, comparison. Est students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.
2		ESL STEP		Sample strategies and activities
ORAL	spoken texts.	ints of information from des scribes people, places and a g vocabulary.		 CONTROLLED SUPPORT - Teacher supplies target language by: 1. Introducing descriptive words and questioning techniques needed to play guessing game eg l spy, or l can see. 2. Demonstrating oral cloze focusing on descriptive words and phrases and introducing terminology – 'adjective', based on familiar class texts, e.g. <i>The Monster's Party</i> (law Convloy)
Su	ggested language ele	nents	ESL Scales	(Joy Cowley).3. Providing a tasting activity using familiar and unfamiliar foods to introduce words to describe colour, taste and texture.
 Responds with communication Responds appropriate 	sunburn. eedback to speaker to s ents or questions, e.g.	sustain interaction. what name that thing? o simple attributes.	3.1.3 3.4.x 3.4.3 4.1.1	 GUIDED SUPPORT – Students practise target language by: 1. In groups, using rehearsed language structures to identify an object or a character from story choosing from an array of illustrations, e.g. Are you big? Do you have lots of arms? 2. In pairs, classifying objects or pictures and justifying categories, e.g. sharp/round; four legs/two legs. 3. In groups, building noun groups relating to a picture by adding adjectives and phrases to core nouns, e.g. the long grey arms of the octopus.
 Provides predictable i place. Demonstrates variable 	-	blour, shape, location, time, es, e.g. blue car, car blue.	3.1.13 3.3.4 3.3.6	 INDEPENDENT SUPPORT – Students use target language by: Playing a guessing game, eg 'who/what am I?' by choosing a card and giving three describing statements to help class to guess. Other students can ask for more information.
4. Uses comparative stru).	4.3.1	2. Describing an object in a feely bag/box for others to guess.
begins to provide mor		of meaning, e.g. very old.	4.2.4	

	ESL STEP		Sample strategies and activities	
READING	Reads and retells ideas and events fro literary and factual descriptions and reports on familiar topics.		 CONTROLLED SUPPORT - Teacher supplies target language by: 1. Reading simple description, highlighting structure and explaining unfamiliar concept 	
	· · · · · ·		2. Introducing relevant descriptive structures and vocabulary in factual and literary e.g. it has large, sharp claws The wicked witch screeched	texts,
Suggested language elements		ESL Scales		h carla i a
			3. Highlighting and explaining descriptive words or phrases, including verbs and ac	iverbia
Recognises the strue as factual texts.	ucture of factual descriptions and information reports	3.6.1	GUIDED SUPPORT – Students practise target language by:	
	ces from a text on a familiar topic.	3.7.2	1. In pairs, labelling attributes of objects using word cards, e.g. fish – gills, scales,	tail fin;
•	·	3.5.5	Red Riding Hood – basket, hood, cape.	
reading or listening	ntiates predictions about the likely information when to a text read aloud.		 In groups, building noun groups based on class text which include two or more a and an adjectival phrase or clause. 	adjecti
Follows text throug	h a range of conventions of organisation and layout.	3.6.4	3. In pairs, identifying types of things by locating classifying adjectives in a description	tion.
			INDEPENDENT SUPPORT – Students use target language by:	
			 Matching answers to questions at literal and inferential levels. 	
			 Identifying descriptive words and phrases (adjectives, adjectival phrases, verbs, adverbial phrases) in a familiar text. 	adve
	ESL STEP	-	Sample strategies and activities	
WRITING	Writes simple literary and factual descrip		Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by:	
WRITING			Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: 1. Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte	r, whe
WRITING	Writes simple literary and factual descrip and reports on a familiar topic using lang		Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: 1. Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences.	
	Writes simple literary and factual descrip and reports on a familiar topic using lang		Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: 1. Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte	
	Writes simple literary and factual descrip and reports on a familiar topic using lang learned in class.	uage ESL	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. Developing word banks of descriptive verbs and adverbials relating to a familiar descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe. 	
. Uses organisationa	Writes simple literary and factual descrip and reports on a familiar topic using lang learned in class. Suggested language elements	ESL Scales	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: 1. Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. 2. Developing word banks of descriptive verbs and adverbials relating to a familiar 	class
. Uses organisationa 2. Attempts to provide of items.	Writes simple literary and factual descrip and reports on a familiar topic using lang learned in class. Suggested language elements al frameworks in writing a description or report.	ESL Scales 3.11.1	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. Developing word banks of descriptive verbs and adverbials relating to a familiar descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe. GUIDED SUPPORT – Students practise target language by: In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away away, wandered down the road, rushed through the gate. 	class – hurri
 Uses organisationa Attempts to provide of items. Initiates own writing Uses pronoun refe 	Writes simple literary and factual descript and reports on a familiar topic using lang learned in class. Suggested language elements al frameworks in writing a description or report. te more detail in writing through illustrations, listing	ESL Scales 3.11.1 2.12.3	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. Developing word banks of descriptive verbs and adverbials relating to a familiar descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe. GUIDED SUPPORT – Students practise target language by: In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away away, wandered down the road, rushed through the gate. In groups, choosing classifying adjectives to identify types of things by labelling e.g. a picnic basket, an Australian animal. 	class – hurri
 Uses organisationa Attempts to provide of items. Initiates own writing Uses pronoun refe for describing peop 	Writes simple literary and factual descrip and reports on a familiar topic using lang learned in class. Suggested language elements al frameworks in writing a description or report. the more detail in writing through illustrations, listing g for simple descriptions. rence with some noun/pronoun agreement appropriate	ESL Scales 3.11.1 2.12.3 2.9.2	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. Developing word banks of descriptive verbs and adverbials relating to a familiar descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe. GUIDED SUPPORT – Students practise target language by: In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away away, wandered down the road, rushed through the gate. In groups, choosing classifying adjectives to identify types of things by labelling e.g. a picnic basket, an Australian animal. INDEPENDENT SUPPORT – Students use target language by: INDEPENDENT SUPPORT – Students use target language by: 	class – hurri picture
 Uses organisational Attempts to provide of items. Initiates own writing Uses pronoun referred for describing peops. Uses known sentered 	Writes simple literary and factual descript and reports on a familiar topic using lang learned in class. Suggested language elements al frameworks in writing a description or report. the more detail in writing through illustrations, listing g for simple descriptions. rence with some noun/pronoun agreement appropriate ole, things and places.	ESL Scales 3.11.1 2.12.3 2.9.2 3.11.10	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. Developing word banks of descriptive verbs and adverbials relating to a familiar descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe. GUIDED SUPPORT – Students practise target language by: In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away away, wandered down the road, rushed through the gate. In groups, choosing classifying adjectives to identify types of things by labelling e.g. a picnic basket, an Australian animal. INDEPENDENT SUPPORT – Students use target language by: Constructing a simple information report on an animal studied, using a text struct 	class – hurr picture ture g
 Uses organisational Attempts to provide of items. Initiates own writing Uses pronoun reference for describing people Uses known senter Plans the format of C. 	Writes simple literary and factual description and reports on a familiar topic using language learned in class. Suggested language elements al frameworks in writing a description or report. the more detail in writing through illustrations, listing g for simple descriptions. rence with some noun/pronoun agreement appropriate ole, things and places. nce patterns to create new describing sentences.	ESL 3.11.1 2.12.3 2.9.2 3.11.10 3.12.1	 Sample strategies and activities CONTROLLED SUPPORT - Teacher supplies target language by: Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; afte while, to make compound and complex sentences. Developing word banks of descriptive verbs and adverbials relating to a familiar descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe. GUIDED SUPPORT – Students practise target language by: In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away away, wandered down the road, rushed through the gate. In groups, choosing classifying adjectives to identify types of things by labelling e.g. a picnic basket, an Australian animal. INDEPENDENT SUPPORT – Students use target language by: INDEPENDENT SUPPORT – Students use target language by: 	class – hurr picture ture g ngs, e

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Language focus across the curriculum*

EXAMPLES OF	SPOKEN AND WRITTEN TEXT TYPE		
LANGUAGE FUNCTIONS	Literary	Factual	
recounting, retelling, narrating, describing	literary recountnarrativeobservation	factual recount	

(*with reference to text types as discussed in the **English K–6 Syllabus** (NSW Board of Studies, 1998: pp 66–71)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	OF	AL	READING	WRITING	
Britte	Listening	Talking			
A1	identifies related words from short, simple recounts and narratives	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts	
A2	identifies main events and characters in familiar recounts and narratives	re-tells familiar narratives and recounts personal experiences	reads familiar literary and factual recounts and narrative texts	writes simple literary and factual recounts and narratives using language learned in class	
в	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	retells and summarises literary and factual recounts and narratives referring to main ideas and supporting details	plans and writes cohesive literary and factual recounts and narratives on familiar topics	
С	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme	

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Stage & Band Language focus		Related KLA the	mes and cor	ntent		English K–6 links
1 : A1 RECOUNTING Beginning ESL notes Image: Compare the second secon	Maths days, months, seaso e.g. <i>Measurement</i> :	e.g. <i>Mr Gumpy's</i> Igham) on, <i>Time</i> religious practices,	e.ç C/Arts ev e.ç PDHPE be	ccursion involving modes of transport, g. <i>Getting About</i> vents from playground experiences, g. <i>Drama: Playgrounds</i> each excursion, including safety spects, e.g. <i>Safe Living</i>	←→	ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. <u>Aspects of numeracy</u> Time, sequencing, location, position, distance, temperature, money.
• Identifies re narratives.	ESL STEP lated words from simple recount	ts and		LED SUPPORT – Teacher sup	oplies	s and activities target language by: exts by using pictures, puppets, masks or
Uses single	words, formulaic phrases or inc precount factual or narrative		simple p 2. Recoun who', e.	props and presenting name and ting actions of main characters g. Little Red Hen; The Gingerb	d simpl from s read N	le description of each character. simple familiar texts to help students to 'guess
Suggested languag	e elements	ESL Scales	read alc			
 LISTENING Recognises gesture and facial express message. Identifies events or characters from pice Begins to join in songs, rhymes, chants Recognises some content words relate Exhibits listening behaviour, e.g. looks Shows enjoyment in spoken activities r TALKING Uses key words related to recounts and comprehensibly. Adds information with prompting or ques Combines known formulas, learned stru- to construct new utterances related to a Interjects by making comments related 	ures in a known context. d to a recount or narrative. at speaker. elated to a recount or narrative. narratives. arrily understanding meaning. es from class texts and activities stioning. ctures and other vocabulary recount or narrative text.	1.2.1 1.3.1 1.1.3 1.3.2 1.4.1 4.4.x 1.3.5 1.4.6 1.3.7 2.1.9 2.3.9 4.4.x	 GUIDED SI 1. In group e.g. 'oh 2. In group pig met 3. In group INDEPEND 1. Continu 2. Innovati 	no', said the cow (<i>Hattie and th</i> os, completing an oral cloze on a man with a load of os, re-telling the part of a familia DENT SUPPORT – Students u ing re-telling story after teached	target to role <i>he Fox</i> a fami ar text se targ r stops acter n	t language by: e-play parts of the story (readers' theatre), r, Mem Fox). iliar text, e.g. Three Little Pigs: the first little mimed by other students. get language by: at random point. hames, location, e.g. Mrs Wishy-Washy

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ESL STEP	•	Sample strategies and activities
EADING Joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities.		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Where possible, using students' home language to demonstrate matching sentences with pictures and talking about events in pictures.
Suggested language elements	ESL Scales	 2. Leading reading of repetitive sentences in a familiar class text, e.g. Run, run as fast as yes can
Reads simple sentences from familiar recounts and narratives.Recognises key participants and actions from familiar literary and factual	1.5.8 1.5.3	 GUIDED SUPPORT – Students practise target language by: 1. In groups, predicting characters, actions and events from a title, cover and illustrations,
recounts and narratives. Identifies different purposes of texts on the basis of layout, style, content.	1.6.x	e.g. <i>Counting on Frank</i> (Rod Clement), <i>Mr Gumpy's Outing</i> (John Burningham).2. In pairs, matching sentences on strips to a familiar class text.
Uses illustrations to gain information from recounts and narratives. Identifies some letters, sounds and words in a literary text.	1.5.5 1.7.5	3. In groups, reordering sentences from a jumbled familiar recount or narrative.
		 INDEPENDENT SUPPORT – Students use target language by: Completing supported cloze of key nouns based on participants and events from familiar class text (first letter left in and word bank provided). Building sentences using familiar words and phrases on cards, and reading result aloud group.
ESL STEP		Comple strategies and estivities
	•	Sample strategies and activities
WRITING Writes and illustrates literary and facture recounts and narratives based on modelle or jointly constructed texts.		CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating how to illustrate an event from a familiar class text or personal experience
Writes and illustrates literary and facture recounts and narratives based on modelle	ed and/	CONTROLLED SUPPORT – Teacher supplies target language by:
WRITING Writes and illustrates literary and facture recounts and narratives based on modelle or jointly constructed texts.		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating how to illustrate an event from a familiar class text or personal experience 2. Developing lists of relevant words or phrases in context for students to copy from the blackboard or word bank charts. GUIDED SUPPORT – Students practise target language by:
WRITING Writes and illustrates literary and facture counts and narratives based on modelle or jointly constructed texts. Suggested language elements Uses words from first language to supplement writing.	ed and/ ESL Scales	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating how to illustrate an event from a familiar class text or personal experience 2. Developing lists of relevant words or phrases in context for students to copy from the blackboard or word bank charts.
WRITING Writes and illustrates literary and facture counts and narratives based on modelle or jointly constructed texts. Suggested language elements Uses words from first language to supplement writing. Writes or copies words, phrases or short sentences from literary or factual recounts or narratives. Draws to illustrate a simple literary or factual recount or narrative.	ed and/ <u>ESL</u> <u>Scales</u> 1.10.4	 CONTROLLED SUPPORT – Teacher supplies target language by: Demonstrating how to illustrate an event from a familiar class text or personal experience Developing lists of relevant words or phrases in context for students to copy from the blackboard or word bank charts. GUIDED SUPPORT – Students practise target language by: In pairs, editing jointly constructed text on computer, focusing on past tense, upper and lower case, and sentence punctuation. In pairs, sequencing events (written on cards) from a familiar narrative or a recount of a shared experience and placing appropriately on a timeline supplied by teacher.
WRITING Writes and illustrates literary and facture counts and narratives based on modelle or jointly constructed texts. Suggested language elements Uses words from first language to supplement writing. Writes or copies words, phrases or short sentences from literary or factual recounts or narratives.	ESL Scales 1.10.4 1.11.1 1.12.2	 CONTROLLED SUPPORT – Teacher supplies target language by: Demonstrating how to illustrate an event from a familiar class text or personal experience Developing lists of relevant words or phrases in context for students to copy from the blackboard or word bank charts. GUIDED SUPPORT – Students practise target language by: In pairs, editing jointly constructed text on computer, focusing on past tense, upper and lower case, and sentence punctuation. In pairs, sequencing events (written on cards) from a familiar narrative or a recount of a

Stage & Band Language focus	R	Related KLA the	mes and content English K–6 links
1 : A2 RECOUNTING Elementary Elementary 1 Elementary Elementary ESL notes • Literacy recount Eng K–6 modules: page 107 page 116	 English sequencing, re-telling familiar narratives, e. Outing (John Burning Maths days, months, season e.g. Measurement: T HSIE cultural, spiritual or rebiographical informat We Were 	g. <i>Mr Gumpy's</i> gham) n, <i>fime</i> eligious practices,	S&T excursion involving modes of transport, e.g. Getting About ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage outcomes. C/Arts events from playground experiences, e.g. Drama: Playgrounds For the prerequisite English language proficiency needed for achievement of Stage outcomes. PDHPE beach excursion, including safety aspects, e.g. Safe Living Aspects of numeracy Time, sequencing, location, position, distance temperature, money. Time, sequencing, location, position, distance temperature, money.
12	ESL STEP	~	Sample strategies and activities
• Identifies main e recounts and na	events and participants in fan arratives. narratives and recounts pers		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Encouraging students to discuss own experiences related to book experience and providing language as needed, e.g. washing pets, clothes. 2. Reading key sentences from story and directing selection of correct picture from a serie of pictures relating to the text.
Suggested language ele	ements	ESL Scales	3. Explaining key words or expressions from the text that are culturally specific using concrete or visual support, e.g. in the Australian bush.
 LISTENING Relates recounts and narratives to own exp Shows understanding and enjoyment by and or narrative. Shows understanding about elements of a r asking questions. Shows understanding about event through a Provides non-verbal feedback to speaker to Shows understanding about characters and comments, e.g. He bad. He break house. TALKING Uses gestures or voice in an attempt to sup Shows understanding about characters and through comments, e.g. He bad. He break house. Shows understanding about characters and through comments, e.g. He bad. He break h Uses linking words and phrases to order evon Describes events, characters, objects and p narratives. Orders events from a recount or narrative in 	ticipating events in a recount recount or narrative by answers and activities. sustain interaction. their influence on events by port or amplify meaning. their influences on events nouse. ents, e.g. then, after, that. places in recounts and	3.1.3 3.1.6 3.3.6 4.2.2 4.4.x 4.2.4 3.1.11 4.1.x 4.3.10 4.2.4 4.1.9	 GUIDED SUPPORT – Students practise target language by: 1. In groups, continuing the retelling of a familiar class story with book support. 2. In pairs, using rehearsed language structures to identify a character in an enquiry and elimination activity, e.g. Are you big? Did you run past a dog? Do you have a tail? 3. In groups, sequencing events from a familiar class text and re-telling the story. INDEPENDENT SUPPORT – Students use target language by: 1. Planning and performing in a role-play innovating on a familiar class text. 2. Asking and answering questions as a character in the class text, e.g. 'Hot Seat'. 3. Identifying changes in a familiar class text after listening to an innovation on text recounted by another group.

	ESL STEP	-	Sample strategies and activities
READING Read familiar literary and factual recourses and narrative texts.		unts	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating how to sequence events from a familiar class text using sentence strip
 Predicts actions of part Identifies the building a Recognises structure o Recalls events from we narratives. Identifies some detail in Recognises linking wor Summarises and organ 	gested language elements ticipants from a recount or narrative. and resolution of tension in a narrative. of a literary or factual recount or narrative. ell-known literary and factual recounts and in recounts and narratives. rds and phrases to order events. hises information from factual recounts. e.g. pictures, diagrams, to interpret meaning.	ESL Scales 2.5.2 2.5.4 3.6.1 3.5.3 3.5.6 3.7.4 3.5.8 3.8.9	 Introducing 'Here, Hidden, Head' strategy or 3 level reading guide to answer simple lit and inferential questions relating to students' recounts or familiar class texts. Presenting model sentences and identifying content elements, e.g. who, what, where when. GUIDED SUPPORT – Students practise target language by: In pairs, building and illustrating noun groups with two or more adjectives and an adje phrase or clause, based on a familiar class text and using word banks in classroom. In groups, completing matrix, e.g. places visited, things eaten in <i>Possum Magic</i> (Mem Fox). INDEPENDENT SUPPORT – Students use target language by: Identifying who, what, where and when in an orientation stage of a recount or narrativ Answering comprehension questions at a literal and inferential level on a familiar text.
WRITING	ESL STEP Writes simple literary and factual recour narratives using language learned in c		 Sample strategies and activities CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating construction of a simple recount relating to a familiar experience, think aloud while writing to focus on text structure and purpose.
WRITING Sugg	Writes simple literary and factual recour		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating construction of a simple recount relating to a familiar experience, think

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Language focus across the curriculum*

EXAMPLES OF	SPOKEN AND WRITTEN TEXT TYPES ²		
LANGUAGE FUNCTIONS	Literary	Factual	
recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining	 personal response review		

(*with reference to text types as discussed in the **English K–6 Syllabus** (NSW Board of Studies, 1998: pp 66–71)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	OR	AL	READING	WRITING	
	Listening	Talking			
A1	identifies related words from simple responses to literary texts	pple responses to literary phrases or incomplete sentences		writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts	
A2	follows short opinions about familiar literary textsstates brief opinions about familiar literary texts		reads simple responses to familiar literary texts	writes short responses to familiar literary texts	
в	follows varying comments and opinions about literary texts	elaborates on personal responses to literary texts	follows main ideas from reviews of literary texts	plans and writes reviews incorporating key structural elements	
С	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical response	

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Stage & Band Language focus	Related KLA the	emes and content English K–6 links
1 : A1 RESPONDING Beginning English Text types ESL notes Personal response Eng K–6 modules: page 180	orks, use of media,	ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Comparison, classification, time, sequencing, position.
ESL STEP	~ +	Sample strategies and activities
 Identifies words from simple responses to lite texts. Uses single words, formulaic phrases or incosentences to respond to literary texts. 		 CONTROLLED SUPPORT – Teacher supplies target language by: Playing tape of musical selection and asking questions that elicit 'yes/no' answers, e.g. Did you like the music? Did it make you feel sleepy? Introducing language structure for a personal response to a shared class experience, e.g. dramatic presentation – 'I liked the witch when she' [student may mime].
Suggested language elements	ESL Scales	3. Developing the concept of 'favourite' by listing and graphing the television show that students like best, tallying individual student responses while commenting, e.g. Deepak likes <i>The Simpsons</i> best.
 Exhibit listening behaviour when listening to discussion about a literary text. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods. Responds to a single element of a literary text, e.g. laughs when Indicates understanding through yes/no responses. TALKING Begins to express some likes, dislikes and feelings about a literary text, e.g. it funny. Expresses short personal opinion about a literary text, e.g. boy no good. Pronounces common words and phrases from class texts and activities comprehensibly. Combines known formulas, learned structures and other vocabulary to construct new utterances related to responses to a literary text. 	1.4.1 2.1.2 2.1.5 2.3.4 2.1.x 2.1.x 2.3.10 2.3.9	 Providing mismatched picture sets, e.g. ugly witch and rose, and leading discussion about the reasons they do not usually 'go together'. Demonstrating facial expressions and gestures to show agreement or disagreement to statements, e.g. the witch is beautiful – shake head emphatically, grimace and wave away suggestion. GUIDED SUPPORT – Students practise target language by: In pairs, practising a response to a familiar book following a simple formula, e.g. In this book I like it when In groups, playing an enquiry and elimination game based on a familiar class text, e.g. I'm thinking of a part that I liked. Is it the part when? In groups, expressing likes and dislikes using pictures of main characters in a familiar class text, and deciding on simple reasons for choices, e.g. he trick Grandma. INDEPENDENT SUPPORT – Students use target language by: Presenting a simple response to a familiar text or performance. Asking simple questions of a speaker or presenter of a dramatic, dance or musical performance.

	ESL STEP	▲→	Sample strategies and activities		
READING	Joins in with shared reading of respon to literary texts and completes simpl related activities.		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Introducing reading of repetitive phrases on likes and dislikes, e.g. flipbook – I like 	like; I d	
			2. Leading construction of a chart/graph of liked and disliked characters or songs	5.	
Si	uggested language elements	ESL Scales	 3. Introducing terminology, e.g. title, author, illustrations, illustrator. 		
1. Demonstrates reading-like behaviour by taking part in shared reading. 1.8.1			GUIDED SUPPORT – Students practise target language by:		
Chooses suitable an illustration.	d interesting fiction books by looking at covers and	1.5.2	1. In pairs, matching split sentences, e.g. I like the princess because She was	brave.	
	ry texts while listening to them read aloud.	1.5.2	2. In groups, developing a graph of characters liked and disliked from a familiar s	storybook	
	sponse to a literary text.	1.5.3	performance.		
-	rds in a response to a literary texts.	1.7.4	INDEPENDENT SUPPORT – Students use target language by:		
. Identifies opinion wo		1.7.4	1. Selecting a favourite event from a familiar literary text and drawing		
				ins (6 peopl	
			2. Interpreting graph developed by another group,	Item 2 Ite	
			e.g. favourite songs, characters from literary texts.		
1	ESL STEP	▲ →	Sample strategies and activities		
WRITING	Writes and illustrates responses to lite	rary	CONTROLLED SUPPORT – Teacher supplies target language by:		
	texts based on modelled and/or joint	ly	1. Demonstrating how to illustrate a favourite event or character from a familiar c	lass text.	
	constructed texts.		 Presenting and thinking aloud the completion of sentences, e.g. I like beca 	ause :	
	*	FOL	didn't like because		
Si	uggested language elements	ESL Scales			
	inguage to supplement writing.	1.10.4	 GUIDED SUPPORT – Students practise target language by: 1. In pairs, completing sentences about familiar characters from storybooks or period. 	arforman	
 Uses words in first la 				SHOIMAIN	
	that express likes, dislikes and feelings about a	1 12 4	using words on cards or magnetic strips, e.g. I like; I don't like		
	that express likes, dislikes and feelings about a	1.12.4	using words on cards or magnetic strips, e.g. I like; I don't like 2. In groups, pasting evaluative words around pictures of characters from familia	r literary	
 Copies lists of words literary text. 	that express likes, dislikes and feelings about a ourite part of a literary text.	1.12.4	 using words on cards or magnetic strips, e.g. I like; I don't like In groups, pasting evaluative words around pictures of characters from familia texts, e.g. good, bad, ugly, beautiful, sad, silly. 	r literary	
 Copies lists of words literary text. Draws/illustrates favore 			 In groups, pasting evaluative words around pictures of characters from familia texts, e.g. good, bad, ugly, beautiful, sad, silly. 	r literary	
 Copies lists of words literary text. Draws/illustrates favore 	ourite part of a literary text.	1.12.1	 In groups, pasting evaluative words around pictures of characters from familia texts, e.g. good, bad, ugly, beautiful, sad, silly. INDEPENDENT SUPPORT – Students use target language by: 	-	
 Copies lists of words literary text. Draws/illustrates fave Copies single opinion 	ourite part of a literary text.	1.12.1	 In groups, pasting evaluative words around pictures of characters from familia texts, e.g. good, bad, ugly, beautiful, sad, silly. 	circling	

Stage & Band Lan	guage focus	F	Related KLA	ther	nes and content		English K–6 links
1 : A2 Elementary Text types Personal response	ESL notes Eng K–6 modules: page 180	English text structure, evalua expressing opinions C/Arts evaluating own artwo e.g. <i>Visual Arts: The</i>	orks, use of med			←→	ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Comparison, classification, time, sequencing, position.
		ESL STEP	-		Sample stra	tegies	and activities
 A2 ORAL Follows short opinions about familiar literary States brief opinions about familiar literary te 					 CONTROLLED SUPPORT – Teacher sup 1. Leading jazz chants that demonstrate hate it, I like it a lot. 2. Recording evaluative words on seman disliked, rough, awkward, long. 	how to	express responses, e.g. I like it, I love it, I
Sug	ggested language eleme	ents	ESL Scales		 Presenting different ways to make pos e.g. I enjoyed; I thought it was intere 		nd negative statements about a literary text,
 Indicates when not su Indicates understandir identifying true/false s Responds to questions TALKING Supports an opinion b Expresses a set of like e.g. Miss, that funny b 	es eliciting opinions about by using descriptions or eves, dislikes and feelings a book. pinion about a literary text good to dog.	a literary text mean. rary texts through literary texts. vents from a literary text. bout a literary text, t using details from the	2.4.5 3.4.1 3.1.7 4.1.1 4.1.10 4.1.5 4.2.4 4.3.8		 GUIDED SUPPORT – Students practise 1. In pairs, devising an alternative ending 2. In groups, recreating a story using pup facial expressions and gestures. 3. In pairs, choosing a book and preparin <i>Magic</i>. Author name Mem Fox. I like pa INDEPENDENT SUPPORT – Students ut 1. Role-playing librarian convincing a student of the statement of the s	target to a fa pets. S g a bri art whe se targ	amiliar story, e.g. Little Red Hen, Cinderella. Students practise using voice intonation, ef response, e.g. This book title is <i>Possum</i> en she slide down kangaroo.

ESL STEP	•	Sample strategies and activities		
READING <i>Reads simple responses to familiar</i>		CONTROLLED SUPPORT – Teacher supplies target language by:		
literary texts.		 Thinking aloud how to draw inferences about a character's motives qualities, characteristics based on visual images from the text. 		
Suggested language elements	ESL Scales	 Constructing and presenting responses and reviews on familiar stories, films and performances, highlighting text structure and language features. 		
. Relates an aspect of literary text to personal experience.	2.5.3	GUIDED SUPPORT – Students practise target language by:		
 Identifies features with personal appeal in literary texts. 		1. In pairs, identifying evaluative words in a review text.		
 Understands and uses some of the terminology of reading, e.g. author, title, letter, word, sentence, page. 		 In groups, sorting and sequencing sentences from two reviews with differing views on the same book. 		
 Re-reads familiar self-chosen literary texts to increase accuracy and fluency and to enhance understanding and enjoyment. 		INDEPENDENT SUPPORT – Students use target language by:		
. Shows personal response by choosing another book by the same author.	3.5.2	1. Reading a simple review of a literary text and discussing whether it is accurate in terms		
 Compares and contrasts, in simple ways, characters or events from different literary texts. 		factual information such as names of characters, and agreeing or disagreeing with reviewer's opinions.		
		 Reading reviews on a variety of products, e.g. websites, computer games, music videos and agreeing or disagreeing with reviewers' opinions. 		
WRITING Writes short responses to familiar literary texts.		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? 		
familiar literary texts.	ESL Scalas	1. Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose		
familiar literary texts. ↓ Suggested language elements	Scales	1. Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers?		
familiar literary texts. Suggested language elements . Uses simple phrases to express basic comparisons.	3.11.11	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from 		
familiar literary texts. familiar literary texts. Suggested language elements Uses simple phrases to express basic comparisons. 2. Uses knowledge of sentence patterns to form new sentences.	Scales	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings. 		
familiar literary texts. Suggested language elements 1. Uses simple phrases to express basic comparisons. 2. Uses knowledge of sentence patterns to form new sentences.	Scales 3.11.11 3.12.1	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings. 		
familiar literary texts. Suggested language elements . Uses simple phrases to express basic comparisons. 2. Uses knowledge of sentence patterns to form new sentences. 3. Writes predominantly in present tense.	Scales 3.11.11 3.12.1 3.11.3	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings. In groups, jointly constructing a review of a computer game or website using word banks. 		
familiar literary texts. Suggested language elements . Uses simple phrases to express basic comparisons. 2. Uses knowledge of sentence patterns to form new sentences. 3. Writes predominantly in present tense. 4. Selects suitable descriptive and opinion words in writing.	Scales 3.11.11 3.12.1 3.11.3 3.11.7	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings. In groups, jointly constructing a review of a computer game or website using word bank classroom. 		
familiar literary texts. Suggested language elements . Uses simple phrases to express basic comparisons. . Uses knowledge of sentence patterns to form new sentences. . Writes predominantly in present tense. . Selects suitable descriptive and opinion words in writing.	Scales 3.11.11 3.12.1 3.11.3 3.11.7	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings. In groups, jointly constructing a review of a computer game or website using word banks classroom. INDEPENDENT SUPPORT – Students use target language by: 		
familiar literary texts. Suggested language elements . Uses simple phrases to express basic comparisons. 2. Uses knowledge of sentence patterns to form new sentences. 3. Writes predominantly in present tense. 4. Selects suitable descriptive and opinion words in writing.	Scales 3.11.11 3.12.1 3.11.3 3.11.7	 Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers? Annotating a simple review with names of stages and identifying references to the text. GUIDED SUPPORT – Students practise target language by: In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings. In groups, jointly constructing a review of a computer game or website using word banks classroom. INDEPENDENT SUPPORT – Students use target language by: Designing a cover for a story that includes author, title, relevant information. Completing response proforma, e.g. favourite character, why, draw and label events from 		

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Language focus across the curriculum*

EXAMPLES OF	SPOKEN AND WRITTEN TEXT TYPES ²		
LANGUAGE FUNCTIONS	Literary	Factual	
describing, ordering, commanding, listening, clarifying, noting, expressing conditions		 procedures procedural recount	

(*with reference to text types as discussed in the English K-6 Syllabus (NSW Board of Studies, 1998: pp 66-71)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	OR	AL	READING	WRITING	
	Listening	Talking			
A1	identifies related words from short, simple instructions uses single words, formulaic phrases or incomplete sentences to respond to instructions		joins in shared reading of familiar procedure texts and completes simple related tasks	writes and illustrates procedures based on modelled and/or jointly constructed texts	
A2	2 follows sequences of steps related to classroom procedures or learning activities give short sequences of steps related to classroom procedures, games, learning tasks		reads simple procedures on a familiar topic	writes simple procedure on a familiar topic	
В	follows a series of instructions related to classroom procedures or learning activities	gives a series of oral instructions related to classroom procedures, games or learning activities	identifies and organises main steps of instructions	plans and sequences information in procedural texts	
С	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter	

INTRODUCTION

DESCRIBING

Stage & Band Language for	ocus	Related KLA the	mes and content	English K–6 links	
	A making equal parts, Fractions and Decir. HSIE changing a bike tyre systems, e.g. Trans	Esphyr Slobodkina) e.g. <i>Number:</i> mals e, using transport <i>port</i>	e.g. Visual Arts: Fish and Sea Creatures PDHPE rules for taking medicines, e.g. Personal Health Choices Positio	Adents completing this Step are NING TO DEVELOP the prerequisite language proficiency needed for ement of Stage 1 outcomes. Aspects of numeracy n, sequencing, distance, temperature, size, n, measurement, classification, mass, time.	
A1	ESL STEP	←→	Sample strategies and a	ctivities	
ORAL	Identifies related words from short simple instructions.	, ,	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Introducing commands in action games: e.g. Simon Says; Lifeboats; Hit the Deck. 2. Encouraging students to use non-verbal signals to communicate when needed, e.g. pointing, nodding. 3. Providing opportunities for students to listen to and follow instructions for simple computer 		
Suggested	language elements	ESL Scales	program, e.g. concept keyboards, simple matching g 4. Presenting instructions for a familiar procedure for st	ames.	
 e.g. nods, smiles. 5. Seeks clarification of instruction TALKING 1. Uses simple, familiar commany 2. Uses phrasal verbs in instruction 3. Pronounces common words and comprehensibly. 4. Creates original utterances by 	seek help. and copies them. nmon spoken instructions non-verbally, ons in L1 from same language peers. d verbs, e.g. put, cover. ons, e.g. pick up, go to. and phrases from class text and activities substituting familiar phrases in instructions. arned structures and other vocabulary to	1.3.1 1.2.4 1.4.2 2.1.2 2.4.4 2.3.x 2.3.x 2.3.x 2.3.10 . 2.3.9 2.3.9	 Presenting instructions for a familiar procedule for structure of structure for structure of structure for structure of structure for structure of structure structure of structure structure structure of structure structure structure for structure structure for structure structure structure for structure structure for structure structure for structure structure	Ige by: s, songs, rhymes, chants, raps. e.g. buying something at the shop, inish a computer-based task. ence then re-telling the procedure, ositional language, e.g. directed uage by: iar set of instructions.	

	ESL STEP	-	Sample strategies and activities		
READING	Joins in shared reading of familiar procedure		CONTROLLED SUPPORT – Teacher supplies target language by:		
texts and completes simple related		asks.	 Introducing key words in a procedural text, ensuring that underlying and surrounding concepts are understood. 		
	*	FOL	2. Presenting grammatical features, e.g. use of action verbs, command form at beginning		
Suggested language elements ESL Scales			sentences.		
. Identifies objects in a	procedure from pictures.	1.5.x	GUIDED SUPPORT – Students practise target language by:		
Follows a procedural	sequence in pictures.	1.5.6	1. In pairs, matching and sequencing pictures from a procedural text.		
Uses illustrations to s	upport reading.	1.8.7	2. In groups, following a simple procedure by reading a set of sequenced pictures with lab		
Recognises key word	ls from familiar procedural text.	1.7.4	3. In pairs, identifying sequence words in a text, e.g. first, second, then.		
Recognises the struc	ture of a procedural text.	1.6.1	INDEPENDENT SUPPORT – Students use target language by:		
			1. Finding further examples of instructional texts from other sources, e.g. recipes from hor games from the library.		
			2. Participating in matching and memory activities to consolidate vocabulary recognition, e.g. Bingo, Snap, Concentration.		
	ESL STEP Writes and illustrates procedures bas	■	Sample strategies and activities		
WRITING	ESL STEP Writes and illustrates procedures bas modelled and/or jointly constructed		Sample strategies and activities CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 2. Developing word bank of instructional verbs.		
	Writes and illustrates procedures bas	ESL	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 2. Developing word bank of instructional verbs. 		
Su	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements	ESL Scales	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 		
Su Writes short copied in	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements	texts. <u>ESL</u> Scales 1.11.1	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 2. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: 1. In pairs, labelling own illustrations using instructional words on display. 		
Su Writes short copied in Uses words in first lan	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements instructions. inguage to supplement writing.	texts. ESL Scales 1.11.1 1.10.4	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 2. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: 1. In pairs, labelling own illustrations using instructional words on display. 		
Su Writes short copied in Uses words in first lan Draws arrows to dem	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements nstructions. nguage to supplement writing. nonstrate sequence.	texts. ESL Scales 1.11.1 1.10.4 1.9.1	 CONTROLLED SUPPORT – Teacher supplies target language by: Recording simple instructions to match illustrations, for students to trace or copy. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: In pairs, labelling own illustrations using instructional words on display. Keying in jointly constructed text on a computer focusing on text conventions of capitals 		
Su Writes short copied in Uses words in first lan Draws arrows to dem Copies simple instruct	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements instructions. inguage to supplement writing. ionstrate sequence. ctions.	texts.	 CONTROLLED SUPPORT – Teacher supplies target language by: Recording simple instructions to match illustrations, for students to trace or copy. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: In pairs, labelling own illustrations using instructional words on display. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences. In groups, contributing to class dictionary of action verbs related to a procedural task. 		
Su Writes short copied in Uses words in first lan Draws arrows to dem Copies simple instruct	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements instructions. inguage to supplement writing. ionstrate sequence. ctions.	texts. ESL Scales 1.11.1 1.10.4 1.9.1	 CONTROLLED SUPPORT – Teacher supplies target language by: Recording simple instructions to match illustrations, for students to trace or copy. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: In pairs, labelling own illustrations using instructional words on display. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences. In groups, contributing to class dictionary of action verbs related to a procedural task. INDEPENDENT SUPPORT – Students use target language by: 		
Su Writes short copied ir Uses words in first lan Draws arrows to dem Copies simple instruct	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements instructions. inguage to supplement writing. ionstrate sequence. ctions.	texts.	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 2. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: 1. In pairs, labelling own illustrations using instructional words on display. 2. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences. 3. In groups, contributing to class dictionary of action verbs related to a procedural task. INDEPENDENT SUPPORT – Students use target language by: 1. Writing instructions using drawings and L1. 2. Innovating on a procedure jointly constructed by the class or group, e.g. How to make and support of the class or group, e.g. How to make and support of the class or group. 		
Su Writes short copied ir Uses words in first lan Draws arrows to dem Copies simple instruct	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements instructions. inguage to supplement writing. ionstrate sequence. ctions.	texts.	 CONTROLLED SUPPORT – Teacher supplies target language by: Recording simple instructions to match illustrations, for students to trace or copy. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: In pairs, labelling own illustrations using instructional words on display. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences. In groups, contributing to class dictionary of action verbs related to a procedural task. INDEPENDENT SUPPORT – Students use target language by: Writing instructions using drawings and L1. 		
Su Writes short copied in Uses words in first lan Draws arrows to dem Copies simple instruct	Writes and illustrates procedures bas modelled and/or jointly constructed ggested language elements instructions. inguage to supplement writing. ionstrate sequence. ctions.	texts.	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Recording simple instructions to match illustrations, for students to trace or copy. 2. Developing word bank of instructional verbs. GUIDED SUPPORT – Students practise target language by: 1. In pairs, labelling own illustrations using instructional words on display. 2. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences. 3. In groups, contributing to class dictionary of action verbs related to a procedural task. INDEPENDENT SUPPORT – Students use target language by: 1. Writing instructions using drawings and L1. 2. Innovating on a procedure jointly constructed by the class or group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group, e.g. How to make an analysis of the class of group and the group of the class of group and the group of the class of group and the group of the gro		

Stage & Band Language focus	Related KLA the	mes and content	English K–6 links
e.g. Caps It Elementary Maths making equ Fractions at Text types ESL notes HSIE changing a systems, e. Procedure Eng K–6 modules: page 126 HSIE changing a systems, e.	te something happen, for <i>Sale</i> (Esphyr Slobodkina) ial parts, e.g. <i>Number:</i> <i>and Decimals</i> bike tyre, using transport g. <i>Transport</i> H using toy or game, <i>orld</i>	 C/Arts instructions for different techniques, e.g. <i>Visual Arts: Fish and Sea Creatures</i> PDHPE rules for taking medicines, e.g. <i>Personal Health Choices</i> 	ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Position, sequencing, distance, temperature, size volume, measurement, classification, mass, time
ESL STEP	←→	Sample strategie	es and activities
 Follows sequence of steps related to procedures or learning activities. Gives short sequence of steps related procedures, games, learning tasks. 		 CONTROLLED SUPPORT – Teacher supplies 1. Introducing key content words and procedure 2. Presenting a short sequence of instructions learning tasks for students to follow, e.g. cut 	res for a specific task, e.g. a barrier game. related to classroom procedures, games or
		3. Accepting, where feasible, L1 usage to clari	fy tasks or concepts.
Suggested language elements	ESL Scales	4. Focusing on sequence words by giving a se e.g. First open your book, then pick up your	
 LISTENING Follows a short sequence of instructions related to classroom activitie. Asks speaker to repeat and/or speak slowly, e.g. say again please. Asks questions that demonstrate an understanding of the task. Provides non-verbal feedback to speaker to sustain interaction. Responds appropriately to instructions for different classroom activitient relation. Gives simple directions on a familiar task. Makes simple comments about a procedure, e.g. too fast. Uses commands to direct peers in classroom games and activities. Repeats another speaker's words in subsequent conversation, e.g. Where did you plant the seed? Plant seed in pot. Rehearses or role-plays giving instructions or directions. Plans what to say and how to give instructions. 	3.4.1 3.3.6 4.4.x	 GUIDED SUPPORT – Students practise target 1. In pairs, asking and answering questions pre.g. S1 – How long do you stir? S2 – We goes 2. In groups, playing 'Do as I say' game using others follow, e.g. jump up and down; clap y 3. In pairs, constructing models following instructego®, playdough. INDEPENDENT SUPPORT – Students use tat 1. Re-telling a procedural recount of a task, e.g. 2. Playing a barrier game: e.g. matching colout 3. Participating in a group to re-tell a familiar procession. 	ovided on cards to focus on adverbial phrases stir it for; S1 – Where does the go? S2 – I command verbs. S1 gives an instruction and your hands. uctions given by partner, e.g. using centicubes rget language by: g. dressing a doll, getting ready for school. rs to pictures. 'Put the red spot on the apple'.

	ESL STEP	-	Sample strategies and activities
EADING	Reads simple procedures on a familiar topic.		 CONTROLLED SUPPORT – Teacher supplies target language by: Introducing the use of illustrations, title and layout to support understanding.
	<u>_</u>		2. Highlighting use of adverbial phrases to show position, duration, e.g. Put the mixture in
S	uggested language elements	ESL	oven and bake for 45 minutes.
		Scales	GUIDED SUPPORT – Students practise target language by:
 Relies on key words or listening to texts r 	for understanding instructions when reading texts ead aloud.	2.8.1	1. In pairs, reordering a jumbled sequence of instructions.
2. Matches simple sent	tences or captions to illustrations or diagrams.	2.5.7	2. In groups, matching illustrations to instructions.
	on words that have different meanings in different	2.7.7	3. Highlighting the prepositions in a procedure.
contexts, e.g. look, l Distinguishes action	s from objects in a procedural text.	3.7.x	INDEPENDENT SUPPORT – Students use target language by:
0	steps in a procedure.	3.7.X 3.7.2	1. Labelling parts of an unfamiliar procedure.
•	ral texts through layout of print, illustrations and	3.6.3	2. In pairs, sorting and reordering two different sets of scrambled instructions, e.g. making lamingtons and making a paper aeroplane.
0	bout appropriate sequence in a procedural text.	3.5.5	
-			
Uses visual supports	s such as diagrams or pictures to interpret meaning.	3.8.9	
	s such as diagrams or pictures to interpret meaning.	3.8.9	
2	ESL STEP	3.8.9	→ Sample strategies and activities
···		↓ ►	CONTROLLED SUPPORT – Teacher supplies target language by:
2	ESL STEP	↓ ►	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespool 2. Introducing synonyms by demonstrating substitution of action verbs in a procedure,
² WRITING	ESL STEP	↓ ►	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespoor 2. Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop.
2 WRITING s	ESL STEP Writes simple procedure on a familiar to uggested language elements	opic.	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespool 2. Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop. GUIDED SUPPORT – Students practise target language by:
2 WRITING SI 1. Writes procedures u	ESL STEP Writes simple procedure on a familiar to uggested language elements sing some technically appropriate words.	opic.	 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespool 2. Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop.
WRITING S Writes procedures u Organises procedura Rewrites instructions	ESL STEP Writes simple procedure on a familiar to uggested language elements sing some technically appropriate words. al texts in a logical order. s after correction and conferencing, e.g. deletes or	<i>ESL</i> <i>Scales</i> 2.11.10	 CONTROLLED SUPPORT – Teacher supplies target language by: Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespool Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop. GUIDED SUPPORT – Students practise target language by: In pairs, choosing adverbs of manner, place and duration from word banks in classroom
2 WRITING 1. Writes procedures u 2. Organises procedura 3. Rewrites instructions adds words to clarify	ESL STEP Writes simple procedure on a familiar to uggested language elements sing some technically appropriate words. al texts in a logical order. s after correction and conferencing, e.g. deletes or	<i>ESL</i> <i>Scales</i> 2.11.10 2.11.2	 CONTROLLED SUPPORT – Teacher supplies target language by: Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespool Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop. GUIDED SUPPORT – Students practise target language by: In pairs, choosing adverbs of manner, place and duration from word banks in classroom add details to instructions, e.g. carefully, over the top, for two minutes. In groups, developing a bank of noun groups to describe materials/ingredients for a particular task, e.g. a rounded tablespoon of brown sugar.
WRITING Writes procedures u Organises procedura Rewrites instructions adds words to clarify Writes simple and fa Uses knowledge of s	ESL STEP Writes simple procedure on a familiar to uggested language elements sing some technically appropriate words. al texts in a logical order. s after correction and conferencing, e.g. deletes or meaning.	Copic.	 CONTROLLED SUPPORT – Teacher supplies target language by: Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespool Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop. GUIDED SUPPORT – Students practise target language by: In pairs, choosing adverbs of manner, place and duration from word banks in classroom add details to instructions, e.g. carefully, over the top, for two minutes. In groups, developing a bank of noun groups to describe materials/ingredients for a

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EXAMPLES OF	SPOKEN AND WRITTEN TEXT TYPES ²		
LANGUAGE FUNCTIONS	Literary	Factual	
expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising		explanation	

(*with reference to text types as discussed in the English K-6 Syllabus (NSW Board of Studies, 1998: pp 66-71)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND		AL	READING	WRITING	
Britte	Listening Talking				
A1	identifies related words from short, simple explanations	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	joins in shared reading of familiar explanations and completes simple related activities	writes and illustrates simple explanations based on modelled and/or jointly constructed texts	
A2	follows spoken explanations on familiar topics	provides simple explanations on familiar topics	reads and retells explanations on familiar topics	writes simple explanations on familiar topics	
В	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations on familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics	
С	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors contained in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics	

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Stage & Band Language focus	Related KLA the	nes and content English K–6 links
1 : A1 EXPLAINING Maths Beginning S&T Text types ESL notes Explanation Eng K–6 modules: page 141	generalisations, e.g. <i>Working</i> <i>Mathematically</i> sheep to jumper; compost, e.g. <i>Back to</i> <i>Nature; Kids Care</i> effects of physical activity, e.g. <i>Active</i> <i>Lifestyle</i>	ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Sequencing, hypothesising, cycles, time, distance, position.
 A1 ORAL Identifies related words from explanations. Uses single words, formulai sentences to ask and answer 	n short simple ic phrases or incomplete	Sample strategies and activities CONTROLLED SUPPORT – Teacher supplies target language by: 1. Introducing technical vocabulary and using to label a diagram, e.g. eggs, tadpole. 2. Introducing simple time conjunctions and creating a word bank, e.g. first, second, then. 3. Providing flashcards of technical words and illustrations to support pronunciation and word recognition.
Suggested language elements	ESL Scales	GUIDED SUPPORT – Students practise target language by:
 LISTENING Responds to questions about an explanation text with tea Understands basic sequential markers in sequential expl. e.g. first, then, next. Identifies single items of information from short explanation e.g. objects, parts. TALKING Asks for clarification or interpretation from first language e.g. seeks explanation of classroom instructions or routing Demonstrates an understanding of explanations using normeans to communicate. Pronounces common words and phrases from class texts comprehensibly. Responds with one-or two-word answers. Combines known formulas, learned structures and other construct new utterances related to explanation texts. 	lanations, 2.3.1 ion texts, 2.1.5 speakers, 1.4.5 nes. on-verbal 1.4.8 s and activities 2.3.10 2.3.4	 In groups, sequencing stages of a familiar explanation, e.g. <i>Tadpole Diary</i> (David Drew). In groups with adult supervision, completing an oral cloze explaining the process, e.g. first the adult frog lays its In groups, sequencing diagrams by numbering, then choosing an appropriate connective from a word bank, and finally constructing a skeleton oral explanation, e.g. first, eggs. Next, tadpoles etc. In groups, playing a barrier game where student A has the life cycle of a tadpole and student B has to fill in blank labels. INDEPENDENT SUPPORT – Students use target language by: Playing a memory game, identifying missing elements from a process, e.g. life cycle of a butterfly. Demonstrating how a familiar object works in response to a taped explanation, e.g. watering can.

	ESL STEP		Sample strategies and activities
READING	READING Joins in shared reading of familiar explanation and completes simple related activities.		 CONTROLLED SUPPORT – Teacher supplies target language by: 1. Leading reading of a familiar class book, e.g. <i>My Bean Diary</i> (Rhonda Jenkins). 2. Presenting content words on cards and matching with the text.
	ggested language elements	ESL	 Developing word bank of sequential connectives, e.g. next, after, when.
 Identifies the purpose Gains basic information Uses illustrations to set Sequences a simple end 	of a simple explaining text.	Scales 1.6.1 1.5.5 1.8.7 B2.1.7 1.5.6 1.7.4	 GUIDED SUPPORT – Students practise target language by: 1. In groups, playing memory game with word and diagram cards. 2. In pairs, completing supported cloze (picture of stage included and key words), focusing on nouns and time conjunctions. INDEPENDENT SUPPORT – Students use target language by: 1. Completing a read and draw activity, e.g. using content words from topic as focus. 2. Sequencing a life cycle flow chart on a familiar animal.
WRITING	ESL STEP Writes and illustrates simple explanations on modelled and/or jointly constructed t		 Sample strategies and activities CONTROLLED SUPPORT – Teacher supplies target language by: Presenting a familiar explanatory text as a flow chart and labelling the diagrams. Scribing dictated captions for students to illustrate.
	Writes and illustrates simple explanations		CONTROLLED SUPPORT – Teacher supplies target language by:

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Stage & Band Lar	nguage focus	F	Related KL	.A the	nes and content English K–6 links	
1 : A2 Elementary Text types Explanation	ESL notes Eng K–6 modules: page 141	Maths generalisations, e.g. Mathematically S&T S&T sheep to jumper; cor Nature; Kids Care PDHPE PDHPE effects of physical activities tyle	npost, e.g. <i>Ba</i>		ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Sequencing, hypothesising, cycles, time, distance, position.	
		ESL STEP	4	←→	Sample strategies and activities	
ORAL	-	explanations on familiar topi explanations on familiar top			 CONTROLLED SUPPORT – Teacher supplies target language by: Presenting technical vocabulary, using diagrams and asking students to locate elements named, e.g. front legs, gills, hind legs. Demonstrating how to ask enquiry and elimination questions, e.g. do you? Does it? Are there? 	
Su	ggested language eler	ments	ESL Scales	←→	 Demonstrating on how to complete an oral cloze focusing on technical words based on class theme, e.g. The life cycle of the butterfly. 	
LISTENING					4. Developing and displaying word banks of descriptive and classifying adjectives.	
	eedback to speakers to	sustain interaction.	3.4.x		GUIDED SUPPORT – Students practise target language by:	
-	anation using familiar lar	nguage, e.g. revision of	3.1.5		 In groups, playing an enquiry and elimination game about a process. 	
familiar topic.			4.4.4		 In pairs, sequencing diagrams to use as a guide in constructing an oral explanation. 	
3. Provides a relevant re TALKING	esponse to a question.		4.1.1		 In pairs, building noun groups by adding classifying and describing adjectives to the core noun, e.g. the small, round clusters of eggs; the black and orange Monarch butterfly. 	
1. Describes a series of non-verbal language.	events or actions using	simple English and	3.1.11		 In pairs, combining simple sentences into compound sentences using conjunctions, e.g. The butterfly emerges from the cocoon and then it flies away. 	
	2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.		3.1.14		INDEPENDENT SUPPORT – Students use target language by:	
3. Asks simple question	s that relate to informati	on required.	3.3.6		1. Using a completed worksheet to explain a process to a partner from a visiting class.	
4. Adapts learned quest e.g. handle turn next?	ion formulas (asks ques	tion without 'do'),	3.3.7		2. Playing a memory game, identifying missing elements from a process and explaining what happens before and after, e.g. growth of a tadpole.	
5. Gives short sequence	e of steps related to simp	ple sequential explanation.	4.1.12		3. Explaining how a familiar object works, e.g. pencil sharpener.	
	on logically for the listen		4.1.14			
7. Uses simple sequenti	al vocabulary, e.g. first,	then.	4.3.10			

A2	ESL STEP		Sample strategies and activities
READING	READING Reads and re-tells explanations on familiar topics.		 CONTROLLED SUPPORT – Teacher provides target language by: 1. Reading simple explanation and highlighting structure.
J			2. Identifying time conjunctions in a text.
Suggested language elements		ESL Scales	
 listening to texts bein Matches simple seminal phenomenon. Re-reads familiar ex Identifies basic text free.g. phenomenon ar Identifies linking wor Identifies new inform 	for understanding explanations when reading or ng read. tences or captions to illustrations or photographs of planations to increase accuracy and fluency. features of explanation text organisation, ad explanation sequence. ds which indicate sequence, e.g. first, next. nation gained from reading an explanation. s, e.g. diagrams, graphs, pictures, to interpret meaning	2.8.1 2.5.7 2.8.7 3.6.1 3.7.4 3.5.9 3.8.9	 GUIDED SUPPORT – Students practise target language by: In pairs, matching semi-completed diagrams to familiar written text. In groups, sequencing sentences from a familiar explanatory text. In groups, identifying word chains in an explanatory text, e.g. egg, froglet, adult, hatch. INDEPENDENT SUPPORT – Students use target language by: Reading about and drawing a life cycle based on an explanatory text similar to the class text, e.g. Life cycle of a snail. Completing a cloze on action verbs in an explanation.
A2	ESL STEP		Sample strategies and activities
WRITING	ESL STEP Writes simple explanations on familiar topics.		 Sample strategies and activities CONTROLLED SUPPORT – Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions.
WRITING	Writes simple explanations on familiar topics.	ESL	 CONTROLLED SUPPORT – Teacher provides target language by: 1. Demonstrating construction of simple explanations of familiar processes or life cycles. 2. Demonstrating how to join simple sentences with time and additive conjunctions.
WRITING	Writes simple explanations on familiar topics.	ESL Scales 2.10.1	 CONTROLLED SUPPORT – Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT – Students practise target language by: In groups, completing a story ladder of a familiar explanation.
WRITING 1. Identifies the nature e.g. book, pamphlet. 2. Sequences informat	Writes simple explanations on familiar topics.	Scales	 CONTROLLED SUPPORT – Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT – Students practise target language by: In groups, completing a story ladder of a familiar explanation. In pairs, extending a noun group by adding descriptive and classifying adjectives. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate).
WRITING 1. Identifies the nature e.g. book, pamphlet. 2. Sequences informat 3. Writes explanations with 'and then'.	Writes simple explanations on familiar topics.	<i>Scales</i> 2.10.1 2.11.2	 CONTROLLED SUPPORT – Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT – Students practise target language by: In groups, completing a story ladder of a familiar explanation. In pairs, extending a noun group by adding descriptive and classifying adjectives. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate). INDEPENDENT SUPPORT – Students use target language by: Labelling a diagram using information from a familiar explanatory text.
WRITING 1. Identifies the nature e.g. book, pamphlet. 2. Sequences informat 3. Writes explanations with 'and then'. 4. Attempts to provide	Writes simple explanations on familiar topics.	<i>Scales</i> 2.10.1 2.11.2 2.11.3	 CONTROLLED SUPPORT – Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT – Students practise target language by: In groups, completing a story ladder of a familiar explanation. In pairs, extending a noun group by adding descriptive and classifying adjectives. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate). INDEPENDENT SUPPORT – Students use target language by: Labelling a diagram using information from a familiar explanatory text. Writing a simple explanation referring to a labelled diagram
 Identifies the nature e.g. book, pamphlet. Sequences informat Writes explanations with 'and then'. Attempts to provide illustrations and lists Initiates own writing 	Writes simple explanations on familiar topics.	Scales 2.10.1 2.11.2 2.11.3 2.12.3	 CONTROLLED SUPPORT - Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT - Students practise target language by: In groups, completing a story ladder of a familiar explanation. In pairs, extending a noun group by adding descriptive and classifying adjectives. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate). INDEPENDENT SUPPORT - Students use target language by: Labelling a diagram using information from a familiar explanatory text. Writing a simple explanation referring to a labelled diagram.
 Identifies the nature e.g. book, pamphlet. Sequences informat Writes explanations with 'and then'. Attempts to provide illustrations and lists Initiates own writing 	Writes simple explanations on familiar topics.	Scales 2.10.1 2.11.2 2.11.3 2.12.3 2.9.2	 CONTROLLED SUPPORT - Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT - Students practise target language by: In groups, completing a story ladder of a familiar explanation. In pairs, extending a noun group by adding descriptive and classifying adjectives. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate). INDEPENDENT SUPPORT - Students use target language by: Labelling a diagram using information from a familiar explanatory text. Writing a simple explanation referring to a labelled diagram.
 WRITING Identifies the nature e.g. book, pamphlet. Sequences informat Writes explanations with 'and then'. Attempts to provide illustrations and lists Initiates own writing Uses simple present Writes suitable label 	Writes simple explanations on familiar topics.	Scales 2.10.1 2.11.2 2.11.3 2.12.3 2.9.2 3.11.13	 CONTROLLED SUPPORT - Teacher provides target language by: Demonstrating construction of simple explanations of familiar processes or life cycles. Demonstrating how to join simple sentences with time and additive conjunctions. GUIDED SUPPORT - Students practise target language by: In groups, completing a story ladder of a familiar explanation. In pairs, extending a noun group by adding descriptive and classifying adjectives. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate). INDEPENDENT SUPPORT - Students use target language by: Labelling a diagram using information from a familiar explanatory text. Writing a simple explanation referring to a labelled diagram.

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Language focus across the curriculum			
Overview of ESL steps			
Band A1:	Oral Reading Writing	44 45 45	
Band A2:	Oral Reading Writing	46 47 47	

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Language focus across the curriculum*

EXAMPLES OF	SPOKEN AND WRITTEN TEXT TYPES		
LANGUAGE FUNCTIONS	Literary	Factual	
previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, rferring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising		expositiondiscussion	

(*with reference to text types as discussed in the **English K–6 Syllabus** (*NSW Board of Studies, 1998: pp 66–71*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND		AL	READING	WRITING	
Britte	Listening Talking				
A1	identifies related words from short, simple points of view	uses single words, formulaic phrases or incomplete sentences to express points of view	joins in reading of familiar persuasive texts and completes simple related activities	writes and illustrates point of view based on modelled and/or jointly constructed texts	
A2	follows gist of point of view being expressed on a familiar topic	gives simple reasons for opinions and shares ideas about familiar topics	reads simple persuasive texts that present a point of view on familiar topics	writes simple persuasive texts that present a single point of view on a familiar topic	
В	follows a line of argument in persuasive texts	presents coherent arguments on familiar topics	identifies and assesses arguments in persuasive texts	writes a cohesive persuasive text which supports conclusions on a familiar topic	
с	evaluates the validity of spoken arguments	discusses issues using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics	

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Stage & Band Language focus	F	Related KLA themes and content				English K–6 links
1 : A1 PERSUADING Beginning ESL notes • Exposition Eng K-6 modules: • Discussion Eng K-6 modules: page 150 page 158	 English opinions and reasons choices, e.g. <i>A Pet fo</i> (Gwenda Smith) → Maths agreeing on informat investigate a questio HSIE valuing and protectin e.g. <i>Wet and Dry En</i> 	<i>for Mrs Arbuckle</i> tion needed to on, e.g. <i>Data</i> ng the environment,	S&T C/Arts PDHPE	organisation of interior spaces, e.g. <i>Look Around You</i> composing and evaluating variations, e.g. <i>Music: When I Get Mad I Beat My</i> <i>Drum</i> values, e.g. <i>Growth and Development</i>	←→	ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Comparison, sequencing, classification, hypothesising, perspective.
	ESL STEP words from short, simple p	oints of		Sample stra OLLED SUPPORT – Teacher pro ducing and modelling sentence st	ovides	
 View. Uses single words, formulaic phrases or incomp sentences to express points of view. 			2. Dem gam		to sor	t students' likes and dislikes, e.g. food,
Suggested language elem	t nents	ESL Scales	4. Dem		sions	to show likes and dislikes to a range of things,
 LISTENING Recognises that a point of view is being exprese Follows reasons for everyday routines, e.g. w Indicates understanding of elements of different through non-verbal signal. Clarifies understanding of arguments through rising intonation or gesture. Links speaker's tone of voice to purpose. Provides non-verbal feedback to sustain interter Uses voice to emphasise point of view. Pronounces common words and phrase from comprehensibly. Expresses own point of view by substituting n patterns, e.g. rubbish bad. 	vearing a hat in playground. ent speakers' viewpoints n repetition of utterance, raction.	2.1.x 2.1.1 2.1.2 2.4.2 2.1.7 2.4.5 2.1.x 2.3.10 2.3.3	 5. Introcant GUIDEI 1. In pa 2. In gr 3. In gr 4. In gr simp INDEPE 1. Particlas 2. Stati 	ducing modality in statements and een? I think lollies should/ should O SUPPORT – Students practise irs, categorising pictures into thin oups, giving simple reasons for lik oups, completing a matrix recordin oups, stating reasons for liking or le structures, e.g. I like blocks bed NDENT SUPPORT – Students u cipating in group discussion on a sroom out of bounds at lunch time	d quest not target gs liked ces and ng likes dislikir cause se targ familia	ions, e.g. Should Iollies be sold in the a language by: d and disliked. d dislikes, e.g. No like. Not nice. s and dislikes, e.g. vegetables, fruit, cakes. ng objects in a feely box following modelled

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	•	Sample strategies and activities
READING Joins in reading of familiar person completes simple related		 CONTROLLED SUPPORT – Teacher provides target language by: 1. Leading the reading of repetitive phrases on likes and dislikes. 2. Demonstrating the construction of a chart of pictures of likes and dislikes.
•	ESL	
Suggested language elements Identifies the purpose of a simple persuasive text. Identifies single words in a persuasive text. Identifies beginning and end of sentences in simple opinions. Uses illustrations to support reading. Reads back own written point of view or sentences scribed by a	Scales 1.6.1 1.7.4 1.7.3 1.8.7 another.	 GUIDED SUPPORT – Students practise target language by: In pairs, completing a supported cloze – (beginning letter left in and words at top of page In groups with adult supervision, playing a card game, e.g. Picture/word Bingo where students give a reason for liking or disliking an item. In pairs, matching simple sentences of likes and dislikes to pictures. In guided reading groups, identifying words that indicate that the writer is for or against particular issue. INDEPENDENT SUPPORT – Students use target language by: Completing a cloze on emotive words, referring to a word bank. Reading familiar sentences about likes and dislikes.
WRITING Writes and illustrates point of modelled and/or jointly const		Sample strategies and activities CONTROLLED SUPPORT – Teacher provides target language by: 1. Demonstrating how to use drawing to express likes and dislikes. 2. Scribing dictated sentences that express students' opinions.
WRITING Writes and illustrates point of		 CONTROLLED SUPPORT – Teacher provides target language by: 1. Demonstrating how to use drawing to express likes and dislikes.

Stage & Band Language focus	Related KLA the	mes and content		English K–6 links
1 : A2 PERSUADING Elementary English opinions and reaso choices, e.g. A Pet (Gwenda Smith) Text types ESL notes • Exposition Eng K–6 modules: page 150 page 158	<i>t for Mrs Arbuckle</i> nation needed to tion, e.g. <i>Data</i> ting the environment,	 S&T organisation of interior spaces, e.g. Look Around You C/Arts composing and evaluating variations, e.g. Music: When I Get Mad I Beat My Drum PDHPE values, e.g. Growth and Development 		ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Comparison, sequencing, classification, hypothesising, perspective.
ESL STEP	←→	Sample st	rategie	s and activities
 Follows gist of points of view being express familiar topic. Gives simple reason for opinions and share about familiar topics. 		 CONTROLLED SUPPORT – Teacher p Presenting sentence starters to expr Demonstrating ways to question eac Introducing modal verbs, e.g. must, s 	ess an c n other :	ppinion, e.g. I think It's my opinion that about likes and dislikes or opinions.
Suggested language elements	ESL	GUIDED SUPPORT – Students practis	-	
 LISTENING 1. Begins to take turns in a discussion. 2. Follows a line of argument. 3. Interacts appropriately in discussions, e.g. doesn't raise hand until speaker has finished. 4. Follows the flow of an argument by taking turns in a class discussion, e.g. makes relevant contribution at an appropriate time. 5. Responds to a topic by contributing ideas or comments within own experience. TALKING 1. Questions speaker to determine reason for opinion. 2. Supports point of view through exemplification. 3. Clarifies and emphasises point of view by rephrasing or repeating information. 4. Elaborates and exemplifies further information if requested. 	Scales 3.1.15 4.1.1 4.2.2 4.2.2 4.1.5 3.3.6 4.1.10 4.4.4 4.2.4 4.2.7	 think we should make our bed at hor 3. In groups, preparing a role-play of sin practising intonation, facial expression INDEPENDENT SUPPORT – Students 1. Choosing one issue from a brainstor e.g. rabbits make good pets. 	on. opinions ne beca uations n and g use tar ned list each ca	a about an issue using modal verbs, e.g. I use where different points of view can be taken, estures. get language by: and preparing arguments for or against, ase after listening to two short arguments for

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	ESL STEP	←	Sample strategies and activities
READING	Reads simple persuasive texts that present a point of view on familiar topics.		 CONTROLLED SUPPORT – Teacher provides target language by: 1. Presenting ways of predicting the arguments that may be presented after reading the ti of a discussion.
	+		2. Demonstrating how to locate opinion words, sensing verbs, and modality words in a tex
 Imitates pronunciatio familiar persuasive te Identifies key phrases Identifies basic text s Re-tells points of view Re-reads to confirm of persuasive text. Makes predictions ab 	In, intonation, rhythm and stress when reading exts aloud. s expressing point of view, e.g. I think. structure of expositions and discussions. w expressed in a text. or reject a prediction about information in a pout point of view from text introduction (thesis). motive words and modality.	ESL Scales 2.8.5 3.7.x 3.6.1 3.5.3 3.8.10 3.5.5 3.6.6	 GUIDED SUPPORT – Students practise target language by: 1. In groups, matching split sentences including issues and reasons, e.g. I think we shoul recycle paper because it saves trees. 2. In groups, constructing a modality cline of verbs, e.g. must, should, could, ought to. INDEPENDENT SUPPORT – Students use target language by: 1. Completing a cloze on contrastive connectives. 2. Reading an exposition or discussion and stating how own opinions have changed. 3. Identifying other possible arguments or evidence not stated in a persuasive text.

WRITING Writes simple persuasive texts that present a single point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view on a familiar topic. Image: point of view. Image: point of view on topic on the persuasive text. Image: point of view. Image: point of view. Image: point of view.	A2	ESL STEP		<>	Sample strategies and activities
Suggested language elements ESL Scales 1. Contributes to group writing of a persuasive text. 2.9.1 2. Uses some modality words to express opinion, e.g. should, must. 3.11 3. Uses simple time sequence markers to order arguments logically in a persuasive text. 3.11.4 4. Expresses own opinion in a persuasive text. 3.9.2 5. Gives reason to support a point of view. 3.9.2	WRITING				
 Contributes to group writing of a persuasive text. Uses some modality words to express opinion, e.g. should, must. Uses simple time sequence markers to order arguments logically in a persuasive text. Expresses own opinion in a persuasive text. Expresses own opinion in a persuasive text. Gives reason to support a point of view. In pairs, composing statements increasing in certainly, e.g. We could We ought to We should We have to We must In pairs, composing statements increasing in certainly, e.g. We could We ought to We should We have to We must In groups, sorting strips of paper containing 'for and against' arguments on a familiar issue into appropriate categories. INDEPENDENT SUPPORT – Students use target language by: Writing a persuasive text, giving an opinion. 	Sug	gested language elements			
	 Uses some modality w Uses simple time sequipersuasive text. Expresses own opinion 	ords to express opinion, e.g. should, must. ence markers to order arguments logically in a n in a persuasive text.	2.9.1 3.11 3.11.4 3.9.2		 In pairs, composing statements increasing in certainly, e.g. We could We ought to We should We have to We must In groups, sorting strips of paper containing 'for and against' arguments on a familiar issue into appropriate categories. INDEPENDENT SUPPORT – Students use target language by: Writing a persuasive text, giving an opinion.

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Language focus across the curriculum 5					
Overview of ESL steps					
Band A1:	Oral (listening) Oral (talking)	52 53			
Band A2:	Oral (listening) Oral (talking)	54 55			

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Language focus across the curriculum*

EXAMPLES OF	SPOKEN AND WRI	TTEN TEXT TYPES ²	(*with reference to text types as discussed in the English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)	
LANGUAGE FUNCTIONS	Literary	Factual	² Authentic texts often include more than one text type and the	
learning recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring			division between literary and factual texts is not always clear cut.	
interacting greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming				

Overview of ESL steps

BAND	OF	AL	READING	WRITING		
	Listening	Talking				
A1	attempts to infer meanings conveyed verbally and non- verbally	negotiates simple exchanges verbally and non-verbally				
A2	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges				
В	follows the drift of unpredictable social and learning transactions	manages participation in social and learning transactions				
С	infers speakers' intentions to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions				

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Stage & Band Language focus	R	Related KLA the	English K–6 links	
1 : A1 NEGOTIATING Beginning ESL notes All text types Eng K–6 modules: all ESL notes	 Negotiating underpins all KLA content. All home and school routines language of politeness approand purpose, e.g. please, tha requests. 	using the priate to audience	 Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter. Using discourse strategies effectively, e.g. turntaking, agreeing/disagreeing appropriately. 	ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. <u>Aspects of numeracy</u> Context dependent
	ESL STEP	~	Sample stra	ategies and activities
(lictoning) non-verbally.	er meanings conveyed verball ple exchanges verbally and no		e.g. line up in pairs; hang up your bag3. Consistently modelling greetings and f	utines. ctions (supported by gestures) to the class group, ; get out your lunches. farewells, e.g. Good morning 2G.
Suggested language e	lements	ESL Scales	e e e e e e e e e e e e e e e e e e e	ntions, e.g. hands up to speak; telling news; asking a
 LISTENING Participates in group learning activities. Relies on assistance from first language sp Checks understanding of activity by asking first language speakers. Follows instructions relying on key words at e.g. smiles when greeted. Attends to tone and context to support und Signals comprehension even when not und 	o for clarification from other and context. nguage to comments, lerstanding.	1.1.3 1.4.5 1.4.7 2.1.1 2.1.2 2.1.7 2.4.5	 others, e.g. Simon Says. 2. Listening to teacher or helper when the 3. Noticing tone of voice used in demonstrations. 4. In groups, responding with an action to boats; hit the deck. INDEPENDENT SUPPORT – Students ut 1. Participating in daily routines. 2. Responding with appropriate movement 	eader games to copy the actions (and later words) of ney model appropriate grammatical patterns. stration of appropriate speaking behaviour in school o a command in an active game, e.g. ships and life use target language by: ents to action songs, jazz chants or poems. and directions phrased to permit this, e.g. Who likes

ESL STEP		←→	Sample strategies and activities
(toll in a) non-verbally.	Negotiates simple exchanges verbally and non-		 CONTROLLED SUPPORT – Teacher provides target language by: 1. Modelling greetings and farewells and encouraging students to respond, e.g. Good Morning Miss Chan. 2. Introducing routine chants, e.g. days of week, counting by 2s. 3. Demonstrating rote counting, e.g. objects, students, touching each as counted.
Suggested language elements	ESL Scales		4. Introducing echo songs and chants, e.g. I met a bear; Going on a Lion Hunt.
 TALKING Participates in simple routine social interactions by exchanging greetings and farewells, e.g. Hi, Hello, See You. Watches others' actions and copies them. Uses turn-taking strategies to sustain interaction. Makes use of empathetic behaviours to sustain interaction with others, e.g. nod, smile, repeat speaker's words. Relies on other speaker to scaffold conversation. Feigns comprehension to interact with peers. Uses questions to elicit help. 	1.1.15 1.4.2 2.4.x 2.4.14 2.4.18 2.4.19 2.4.9		 GUIDED SUPPORT – Students practise target language by: In pairs, responding to simple questions that require a single word response, e.g. What is your name? What day is it? Participating in chants, poems, repetitive refrains that require changes in voice. In pairs, using puppets to mimic questions and answers, as demonstrated by teacher. INDEPENDENT SUPPORT – Students use target language by: Asking peers questions during news, e.g. Where you get? Who give? Using appropriate tone of voice and language in the classroom. Participating in daily routines.

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Stage & Band Language focus	Related KLA the	mes and content	English K–6 links			
Elementary	nome and school routines using the guage of politeness appropriate to audience purpose, e.g. please, thank you, greetings,	 Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter. Using discourse strategies effectively, e.g. turntaking, agreeing/disagreeing appropriately. 	ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes. Aspects of numeracy Context dependent			
ESL ST	TEP 🔶	Sample strategi	es and activities			
 ORAL (listening) Understands the gist of fam exchanges. Participates in familiar social exchanges. 	_	 CONTROLLED SUPPORT – Teacher provide Using short sequences of instructions for clusing computer. Recounting events using photos from a share.g. class excursion. 	ass related activities, e.g. book borrowing, ared activity to support understanding,			
Suggested language elements	ESL Scales	 Modelling verb endings (to show tense) using cue phrases with picture and word car e.g. yesterday, we walked painted 				
 LISTENING 1. Uses clarification strategies to check understanding. 2. Provides non-verbal feedback to speaker to sustain inter 3. Asks speaker to repeat and/or speak slowly, or asks what e.g. What you mean? What mean festival? 4. Asks for the translation of specific words from other first speakers (to check context, match concepts). 5. Understands teacher question on familiar topics or them with phrases or sentences. 6. Understands the difference between suggestions and direct or sentences. 	eraction. 3.4.x hat a word means, 3.4.1 it language 3.4.4 mes by responding 4.1.1	 Providing a variety of experiences of listeni procedures, narratives, reports. GUIDED SUPPORT – Students practise targ In pairs, responding non-verbally to true or event etc., e.g. ticks on the board, yes/no b In groups, participating in active team game Listening to teacher or helper read books w volume are used in different situations. INDEPENDENT SUPPORT – Students use ta Responding non-verbally on individual card topic. Observing, miming or role-playing turn takin situations such as pair or group work. 	et language by: false statements related to class topic, book, uttons or cards. es. hich demonstrate how stress, intonation and rget language by: s to true/false statements related to a class			

ESL STEP	~ ••	Sample strategies and activities
 ORAL (talking) Understands the gist of familiar social and le exchanges. Participates in familiar social and learning exchanges. 	arning	 CONTROLLED SUPPORT – Teacher provides target language by: 1. Presenting the language needed to negotiate simple transactions, e.g. borrowing a library book, ordering lunch. 2. Demonstrating an action relating to a picture cue, e.g. He is running.
	ESL	3. Leading familiar refrains from a chant, e.g. in the morning before school, before school
Suggested language elements	Scales	► 4. Modelling ways to make a request using polite forms, e.g. Excuse me Could I please
TALKING		GUIDED SUPPORT – Students practise target language by:
 Repeats other speaker's words in subsequent conversation, e.g. Where did you plant the seeds? Plant seeds in pot. 	3.4.6	 Responding to teacher questions based on class shared experiences or photos, e.g. excursion T: 'Where did we go?' S: 'zoo.'
 Uses a few practised question formats during more formal situations, e.g. class sharing sessions. 	3.4.7	2. In groups, role-playing making requests, e.g. Excuse me, do you; Could I please
3. Negotiates simple transactions, e.g. canteen, classroom activities.	3.3.8	INDEPENDENT SUPPORT – Students use target language by:
4. Repeats a sentence modelling rhythm, intonation and pronunciation on another speaker.	3.4.8	1. Re-telling a short spoken text using pictures to support the re-telling, e.g. ordering lunch, borrowing a book.
5. Initiates and participates in casual exchanges with English speaking peers.	4.1.4	 Describing events in photos/pictures using simple vocabulary, e.g. 'We played with play dough', 'This animal is'
 Re-formulates language to convey meaning more clearly, e.g. and my mum say don't – and my mum was angry to me. 	4.4.4	

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Appendix I Language focus across the curriculum

(with reference to text types as discussed in the *English K–6 Syllabus* (*NSW Board of Studies, 1998: pp 66–71*)

LANGUAGE	ANGUAGE EXAMPLES OF LANGUAGE FUNCTIONS		SPOKEN AND WRITTEN TEXT TYPES ²		
FOCUS			factual	text type and the division between litera and factual texts is no	
Describing	naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting	literary description	 factual description information report 	always clear cut.	
Recounting	recounting, retelling, narrating, describing	 literary recount narrative observation 	factual recount		
Responding	recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining	 personal response review			
Instructing	describing, ordering, commanding, listening, clarifying, noting, expressing conditions		procedures procedural recount		
Explaining	expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising		explanation		
Persuading	previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising		exposition discussion		
Negotiating	<i>learning</i> recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring <i>interacting</i> greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming				

The above matrix is provided as a guide for teachers to assist in relating the text types identified in the *English K–6 Syllabus* to the language focus areas used to organise the teaching guides of *ESL Steps: ESL curriculum framework K–6*.

Appendix II Overview of ESL steps by language mode

Stage 1

Overview of ESL steps by language mode

ORAL (listening)

	BAND A1	BAND A2
Describing	identifies related words from short, simple descriptions and reports	identifies key points of information from descriptive spoken texts
Recounting	identifies related words from short, simple recounts and narratives	identifies main events and characters in familiar recounts and narratives
Responding	identifies related words from simple responses to literary texts	follows short opinions about familiar literary texts
Instructing	identifies related words from short, simple instructions	follows sequences of steps related to classroom procedures or learning activities
Explaining	identifies related words from short, simple explanations	follows spoken explanations on familiar topics
Persuading	identifies related words from short, simple points of view	follows gist of point of view being expressed on a familiar topic
Negotiating	attempts to infer meanings conveyed verbally and non-verbally	understands the gist of familiar social and learning exchanges
	SCRIBING RECOU	NTING RESPONDING

Stage 1 Overview of ESL steps by language mode

ORAL (talking)

	BAND A1	BAND A2
Describing formulaic phrases or incomplete sentences to		identifies and describes people, places and things through a growing vocabulary
Recounting	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	retells familiar narratives and recounts personal experiences
Responding	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	states brief opinions about familiar literary texts
Instructing	uses single words, formulaic phrases or incomplete sentences to respond to instructions	give short sequences of steps related to classroom procedures, games, learning tasks
Explaining	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	provides simple explanations on familiar topics
Persuading	uses single words, formulaic phrases or incomplete sentences to express points of view	gives simple reasons for opinions and shares ideas about familiar topics
Negotiating	negotiates simple exchanges verbally and non-verbally	participates in familiar social and learning exchanges

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Appendix II Overview of ESL steps by language mode

Stage 1 Overview of ESL steps by language mode READING

	BAND A1	BAND A2
Describing	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics
Recounting	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	reads familiar literary and factual recounts and narrative texts
Responding	joins in shared reading responses to literary texts and completes simple related activities	reads simple responses to familiar literary texts
Instructing	joins in shared reading of familiar procedure texts and completes simple related tasks	reads simple procedures on a familiar topic
Explaining	joins in shared reading of familiar explanations and completes simple related activities	reads and retells explanations on familiar topics
Persuading	joins in reading of familiar persuasive texts and completes simple related activities	reads simple persuasive texts that present a point of view on familiar topics
Negotiating		

Stage 1 Overview of ESL steps by language mode WRITING

	BAN	ND A1		BAND A2	
Describing	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts		fa s re or us	rites simple literary ar ctual descriptions and ports on a familiar top sing language learned ass	d Dic
Recounting	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts		fa na or lea	writes simple literary and factual recounts and narratives using language learned in class	
Responding	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts			ites short responses miliar literary texts	to
Instructing	writes and illustrates procedures based on modelled and/or jointly constructed texts			rites simple procedure a a familiar topic	•
Explaining	writes and illustrates simple explanations based on modelled and/or jointly constructed texts		or to	rites simple xplanations on familia pics	r
Persuading	writes and illustrates point of view based on modelled and/or jointly constructed texts		te po	rites simple persuasiv xts that present a sing pint of view on a famili pic	gle
Negotiating					

Appendix III Overview of ESL steps by bands **BAND A1**

LANGUAGE	OR	AL	READING	WRITING	
FOCUS	Listening	Talking	KEADING		
Describing	identifies related words from short, simple descriptions and reports	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts	
Recounting	identifies related words from simple recounts and narratives	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts	
Responding	identifies related words from simple responses to literary texts	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	joins in with shared reading of responses to literary texts and completes simple related activities	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts	
Instructing	identifies related words from short, simple instructions	uses single words, formulaic phrases or incomplete sentences to give instructions	joins in shared reading of familiar procedure texts and completes simple related tasks	writes and illustrates procedures based on modelled and/or jointly constructed texts	
Explaining	identifies related words from short, simple explanations	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	joins in shared reading of familiar explanations and completes related activities	writes and illustrates simple explanations based on modelled and/ or jointly constructed texts	
Persuading	identifies related words from short, simple points of view	uses single words, formulaic phrases or incomplete sentences to express points of view	joins in reading of familiar persuasive texts and completes simple related activities	writes and illustrates point of view based on modelled and/or jointly constructed texts	
Negotiating	attempts to infer meanings conveyed verbally and non-verbally	negotiates simple exchanges verbally and non-verbally			

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Appendix III Overview of ESL steps by bands BAND A2

LANGUAGE	OR	AL	READING	WRITING	
FOCUS	FOCUS Listening Talking		READING		
Describing	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class	
Recounting	identifies main events and characters in familiar recounts and narratives	retells familiar narratives and recounts personal experiences	reads familiar literary and factual recounts and narrative texts	writes simple literary and factual recounts and narratives using language learned in class	
Responding	follows short opinions about familiar literary texts	states brief opinions about familiar literary texts	reads simple responses to familiar literary texts	writes short responses to familiar literary texts	
Instructing	follows sequences of steps related to classroom procedures or learning activities	give short sequences of steps related to classroom procedures, games, learning tasks	reads simple procedures on a familiar topic	writes simple procedure on a familiar topic	
Explaining	follows spoken explanations on familiar topics	provides simple explanations on familiar topics	reads and retells explanations on familiar topics	writes simple explanations on familiar topics	
Persuading	follows gist of point of view being expressed on a familiar topic	gives simple reasons for opinions and shares ideas about familiar topics	reads simple persuasive texts that present a point of view on familiar topics	writes simple persuasive texts that present a single point of view on a familiar topic	
Negotiating	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges			

Appendix IV **'ESL Scales'** level statements BAND C **ORAL INTERACTION**

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

Students at level seven communicate in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. They identify and incorporate some non-literal language and some key cultural references into their speech. At this level students

- Level interpret and create coherent spoken texts with some control and flexibility over key organisational and language features. They monitor their
- spoken English for relevance and accuracy to link ideas across spoken texts.

Level 6 **BAND B** S Level ω

Level

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

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

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

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

BAND A1

Level

Level 1

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

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

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 Students at level seven evaluate given texts with reference to their validity and quality. They justify their own reading of a text in relation to the readings of others, considering how the reader interacts with the text to construct its meaning. They relate their own response to their analysis of language use and features, and use a repertoire of strategies to interpret texts and monitor their own reading. Students at level six read with understanding a range of authentic texts for varying purposes. They make justifiable interpretations beyond a literal level, relating a text's format, structure and choice of 	BAND C		
Ianguage to its purpose. They interpret complex language used for a range of purposes and select reading strategies suited to the text and the task. Students at level five read with understanding a range of texts, including those remote from their personal experiences. They interpret mainly at a literal level and use the information for other		Appendix IV 'ESL Scales' level statements READING AND RESPONDING	
b purposes, displaying awareness of how information is organised and presented in English texts. They cue into key organisational and language features of texts and apply strategies to enhance their comprehension and learning.	<u>۵</u>		
4 Students at level four read with understanding for a range of purposes. They identify main ideas and specific information in simple texts, relating their own culture, knowledge and experience to information in the text. They recognise key words connecting ideas and the organisation of information in texts, and coordinate a number of strategies to assist their reading.	GNAB 4		
3 Students at level three read with understanding controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They display awareness that written English differs from spoken English and that different texts may be organised differently. They cue into basic text organisation and language features and make varying use of English vocabulary, structure and sound symbol cues to make sense of unfamiliar text.	A2		
2 Students at level two read with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts, showing understanding of the differences between narrative and expository texts which relate to their own knowledge or experience. They use their knowledge of reading, their understanding of basic print conventions in English, and support from modelled	BAND 2	ents at beginning level three read with understanding well-known texts, drawing on their	
language to help them read in English.		loping knowledge of English. They respond to simple texts read aloud, identifying texts written for ent purposes and relating them to their own knowledge and interests. They use their knowledge glish sound/symbol relationships and basic punctuation to read familiar and some unfamiliar	
Students at level one gain and share meaning from hearing and reading short, simple texts in structured reading activities, bringing their previous experience in reading to reading tasks in English.	1	, and focus on the literal meaning of the text, applying their knowledge about reading in English w texts.	
rely on code-breaking strategies and visual cues to gain meaning from texts.	5	Students at beginning level two gain and share meaning from symbols, writing and from simple texts read aloud, showing understanding that print encodes meaning and that written texts have a structure. They recognise the basic features of print, show some understanding that print transmits consistent meanings through symbols and conventions and model their own 'reading' on the shared reading of others.	
ESL Bands: A1 + A2 64	B	ents at beginning level one show interest in gaining and sharing meaning from simple visual written texts in structured reading activities, showing knowledge that print and writing transmit record messages and stories between people. They handle books appropriately, conveying their eness of some conventions of book and print organisation. They interact with texts, focusing on al support to gain meaning.	
 Students at level one gain and share meaning from hearing and reading short, simple texts in structured reading activities, bringing their previous experience in reading to reading tasks in English. They use a small repertoire of sight words and knowledge of basic sound/symbol relationships, and 	BAND A1	ent purposes and relating them to their own knowledge and interests. They use their knowledge glish sound/symbol relationships and basic punctuation to read familiar and some unfamiliar , and focus on the literal meaning of the text, applying their knowledge about reading in English w texts. ents at beginning level two gain and share meaning from symbols, writing and from simple read aloud, showing understanding that print encodes meaning and that written texts have a ture. They recognise the basic features of print, show some understanding that print transmits istent meanings through symbols and conventions and model their own 'reading' on the shared ng of others. ents at beginning level one show interest in gaining and sharing meaning from simple visual written texts in structured reading activities, showing knowledge that print and writing transmit record messages and stories between people. They handle books appropriately, conveying their eness of some conventions of book and print organisation. They interact with texts, focusing on	

Appendix IV 'ESL Scales' level statements		BAND C	7 6	 Students at level seven communicate effectively to fulfil the literacy and learning requirements of most written tasks across the school curriculum, adapting different aspects of their writing to take account of context, purpose and reader. They write a number of complex texts characterised by a personal style which shows a consistent control over textual features, and plan, revise and refine their writing to enhance its overall impact. Students at level six communicate on a range of topics, marshalling their ideas through a variety of well-known text types and taking some account in their writing that readers react to writing text according to their experiences, interests and values. They write a variety of coherent texts characterised by a cohesive and flexible use of language and plan and revise their writing to enhance its fluency, accuracy and readability.
		D B	5	Students at level five communicate on a range of familiar topics and incorporate language and ideas drawn from different sources in response to the varying demands of the classroom. They adjust the form of writing to contexts, purposes and audiences. They write a number of coherent texts demonstrating some flexibility and control over a range of key organisational and language features, and focus on planning and editing their writing to improve its range and expression.
WRITING		BAND B	4	Students at level four communicate for a range of purposes on a variety of familiar topics through a basic repertoire of text types, demonstrating an awareness of how effective writing is tailored to the topic and the needs of the reader. They write a variety of texts, demonstrating some overall cohesion and coherence, and make use of discussion and reflection to enhance the writing process.
Students at beginning level three communicate ideas, events and experiences through simple texts based on familiar spoken and written language, relating the purpose of a text to its familiar form and		BAND A2	3	Students at level three communicate on a number of familiar topics through writing simple creative and informational texts in response to classroom demands, demonstrating awareness of common formats in texts for classroom purposes. They write a variety of simple cohesive texts, demonstrating a developing use of simple language and structures and drawing on their knowledge of the writing process to plan, write and redraft texts.
		BAN	2	Students at level two communicate ideas, events and experiences in writing with limited repertoires of spoken and written English, showing their awareness of ways that information is presented in written English. They write simple coherent texts, using basic sentence structures that incorporate features of learned oral and written English and use a variety of basic writing strategies to create a coherent text.
some of its conventional features. They write several coherently linked sentences, using basic structures and well-known vocabulary, and using a number of basic strategies to produce and check their written work.	B3		1	Students at level one write simple messages for classroom purposes using copied texts and well- rehearsed language. For this they draw on their prior knowledge of writing and demonstrate understanding that the purpose of writing is to communicate messages. They write and copy simple
Students at beginning level two communicate ideas, events and experiences through drawings, copied writing or attempts at own writing, displaying some awareness that written texts are presented according to certain conventions. They write simple texts using some copied or formulaic language and some basic writing conventions and use some basic strategies to convey information in writing.		BAND A1		short texts, showing some knowledge of basic conventions of written English, and use a range of basic writing strategies to compensate for their limited knowledge of English and of writing in English.
Students at beginning level one communicate messages through symbols, drawings and attempts at writing, showing awareness that speech can be written down and that the meanings of written messages remain constant. They write, showing awareness some basic writing conventions, and they experiment with drawing and writing to produce or reproduce, symbols and letters	B1	Ê		

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