



ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

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

TEACHING GUIDE

Early Stage 1
ESL Bands: A1 + A2 (oral)



Early Stage 1

Stage 1

Stage 2

Stage 3

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.

RESTRICTED WAIVER OF COPYRIGHT

The printed materials in this publication are subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below.

1. All copies of the printed materials must retain acknowledgement of the copyright.
 2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
 3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.
-

©2005 NSW Department of Education and Training
Multicultural Programs Unit, Locked Bag 53 Darlinghurst NSW 2010
Phone (02) 9244 5324 • Fax: (02) 9244 5381



CONTENTS

ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

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

TEACHING GUIDE

EARLY STAGE 1

ESL BANDS: A1 + A2 (oral)

INTRODUCTION

Introduction	ii
Teaching guides – overview	iii
Using the <i>ESL Steps</i> : <i>ESL Curriculum Framework</i> K–6 teaching guides in programming	iv–v
Relationship of <i>ESL Steps</i> : <i>ESL Curriculum Framework</i> K–6 bands to K–6 syllabus stages and <i>ESL Scales</i> levels	vi

1. DESCRIBING

Language focus across the curriculum	3
Overview of ESL steps	3
A1: Oral	4
A1: Reading	5
A1: Writing	5
A2: Oral	6

2. RECOUNTING

Language focus across the curriculum	9
Overview of ESL steps	9
A1: Oral	10
A1: Reading	11
A1: Writing	11
A2: Oral	12

3. RESPONDING

Language focus across the curriculum	15
Overview of ESL steps	15
A1: Oral	16
A1: Reading	17
A1: Writing	17
A2: Oral	18

4. INSTRUCTING

Language focus across the curriculum	21
Overview of ESL steps	21
A1: Oral	22
A1: Reading	23
A1: Writing	23
A2: Oral	24

5. EXPLAINING

Language focus across the curriculum	27
Overview of ESL steps	27
A1: Oral	28
A1: Reading	29
A1: Writing	29
A2: Oral	30

6. PERSUADING

Language focus across the curriculum	33
Overview of ESL steps	33
A1: Oral	34
A1: Reading	35
A1: Writing	35
A2: Oral	36

7. NEGOTIATING

Language focus across the curriculum	39
Overview of ESL steps	39
A1: Oral (listening)	40
A1: Oral (talking)	41
A2: Oral (listening)	42
A2: Oral (talking)	43

APPENDICES

Language focus across the curriculum	46
Overview of ESL steps by language mode	
• Oral (listening)	47
• Oral (talking)	47
• Reading	48
• Writing	48
Overview of ESL steps by bands	
• Band A1	49
• Band A2	50
<i>ESL Scales</i> level statements	
• Oral Interaction	51
• Reading and Responding	52
• Writing	53

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).

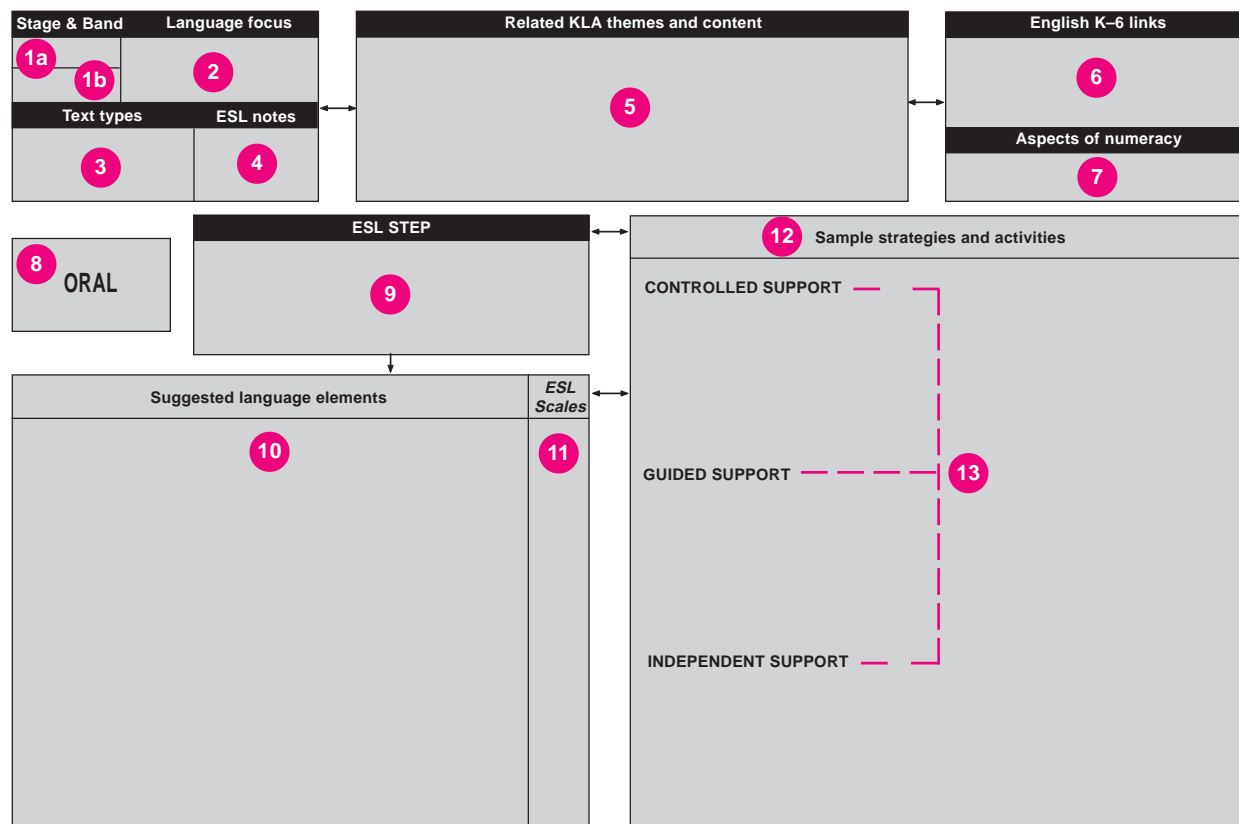
Each ESL step is supported by:

- **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



1a STAGE
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.

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

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

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

5 RELATED KLA THEMES AND CONTENT
Identifies the kind of topics in which the language focus is essential to language use and content learning.

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

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

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

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

10 SUGGESTED LANGUAGE ELEMENTS
Identifies specific aspects of English language learning involved in achieving the ESL step.

11 ESL SCALES
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.

12 SAMPLE STRATEGIES AND 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.

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 through 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

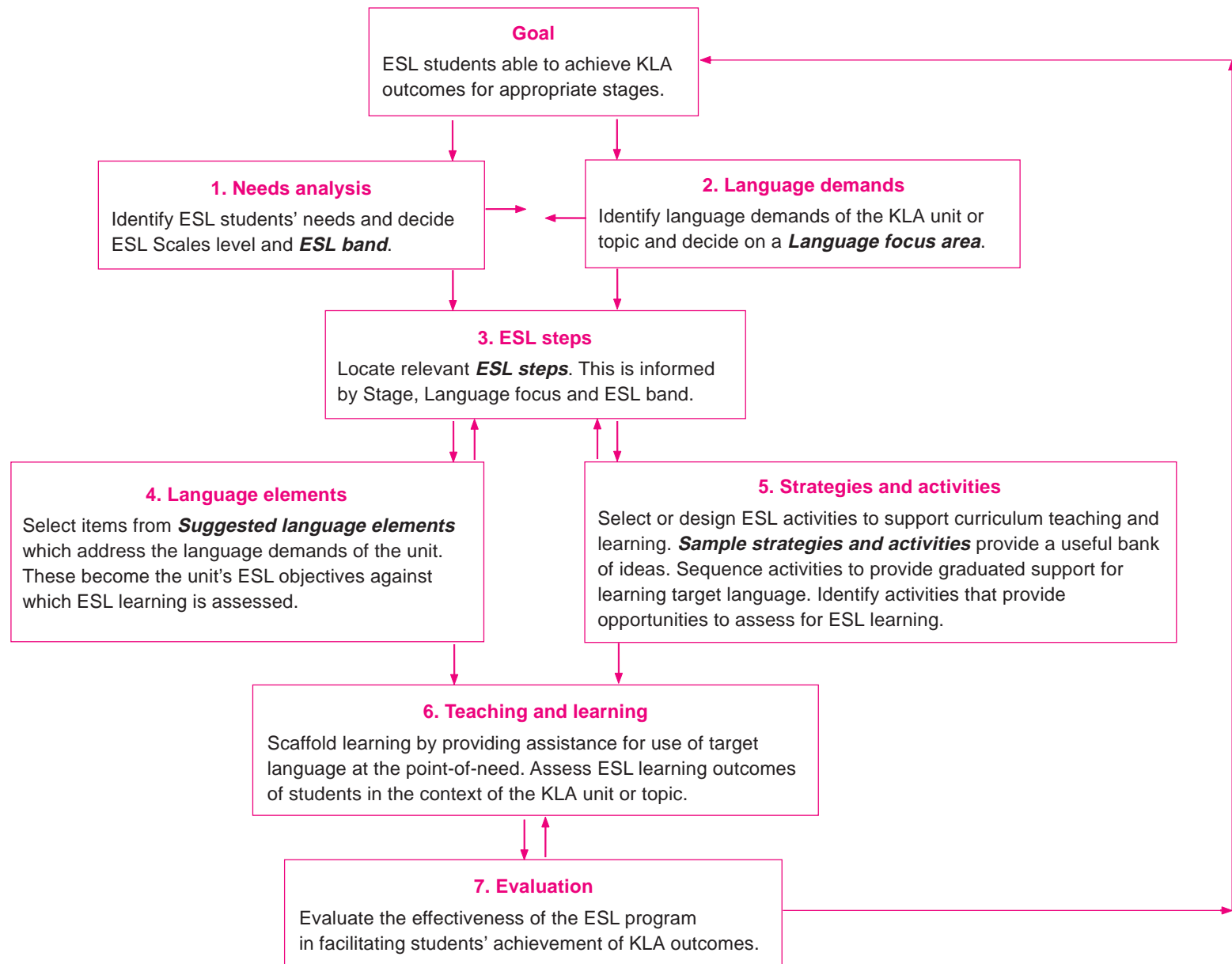
Teachers implement the programmed teaching sequences. They scaffold learning by providing point-of-need assistance adjusting the program where appropriate to ensure that individual students' immediate needs are met.

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.

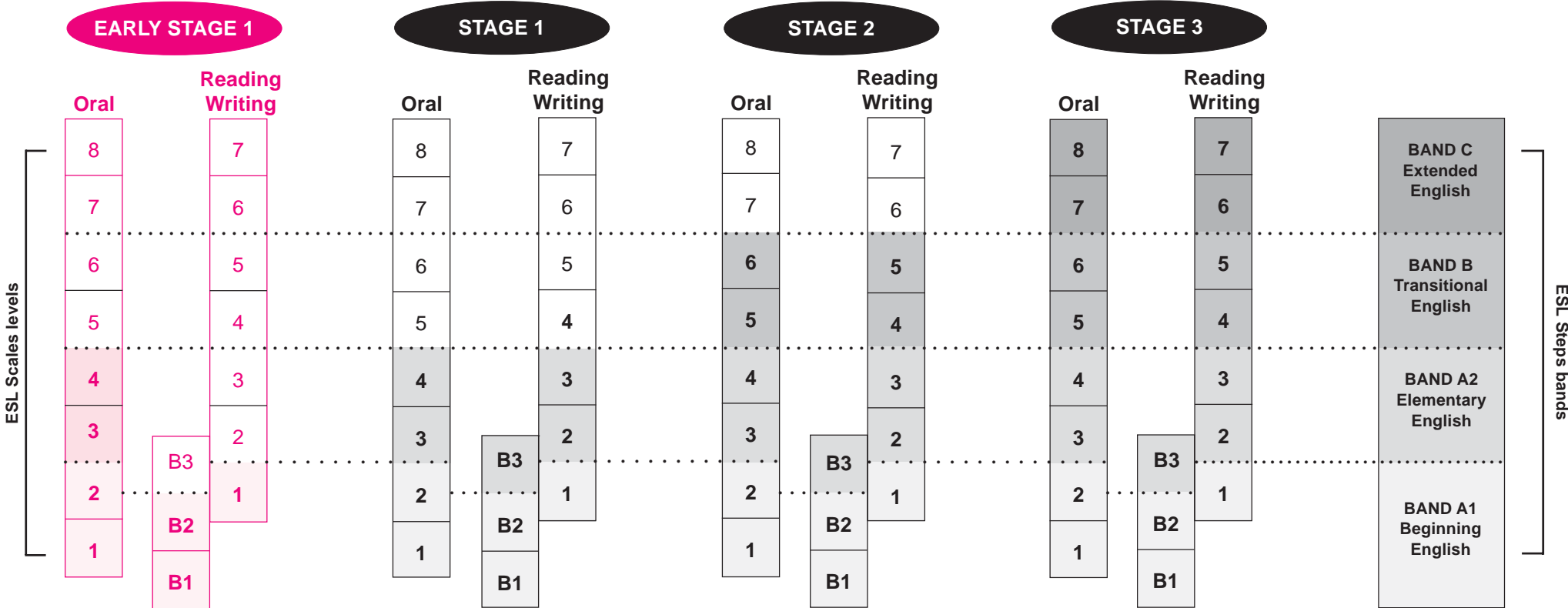
7. Evaluating

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.

Using the 'ESL Steps: ESL Curriculum Framework K–6' teaching guides in programming



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.

DESCRIBING

Language focus across the curriculum		3
Overview of ESL steps		3
Band A1:	Oral	4
	Reading	5
	Writing	5
Band A2:	Oral	6

DESCRIBING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting...	literary description	<ul style="list-style-type: none"> 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	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple descriptions and reports	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places and 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
A2	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary	reads and re-tells 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
B	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
C	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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	Aspects of numeracy
ES1 : A1	Beginning	DESCRIBING	English	actions, colours, e.g. <i>The Monsters' Party</i> (Joy Cowley)	TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	Position, time, size, measurement, volume, mass, temperature, classification, comparison.
			Maths	size, shape, colour, number, position, classification, comparison, time		
		Text types	HSIE	self, family, e.g. <i>This is Me!</i>	READING AND WRITING: ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	
		ESL notes	S&T	classifying healthy and unhealthy food, e.g. <i>What's for Lunch?</i>		
		<ul style="list-style-type: none"> Factual descriptions Observation Literary descriptions Information report 	C/Arts	using sounds to represent pictures, e.g. <i>Music: Sounds in the environment</i>		
			Eng K–6 modules: page 88 page 55	PDHPE		

ESL STEP		Sample strategies and activities																										
A1 ORAL	<ul style="list-style-type: none"> Identifies related words from short, simple descriptions and reports. Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places and events. 	CONTROLLED SUPPORT – Teacher supplies target language by: <ol style="list-style-type: none"> Naming each card played, with students echoing, while playing matching games with cards, e.g. Bingo, Fish or Concentration using pictures related to familiar vocabulary. Naming and displaying an object and asking students to choose a similar thing from a limited display of classroom objects, e.g. This is a book. Show me another book? (Then guide choice if necessary). Leading repetitive choruses with visual cues or prompts to model target language, e.g. a great big chair for Papa Bear...; or class routine, e.g. Today is Tuesday and it is sunny. Naming items and demonstrating process for colouring a picture, e.g. Use a red (pointing to red on chart) crayon (display). Colour the square (point to square on chart). 																										
	<table border="1"> <thead> <tr> <th>Suggested language elements</th> <th>ESL Scales</th> </tr> </thead> <tbody> <tr> <td>LISTENING</td> <td></td> </tr> <tr> <td>1. Recognises some descriptive words connected with immediate interests or needs.</td> <td>1.3.2</td> </tr> <tr> <td>2. Identifies single items of information from short spoken descriptive texts (number, colour).</td> <td>2.1.5</td> </tr> <tr> <td>3. Recognises familiar objects and pictures from known contexts.</td> <td>2.1.6</td> </tr> <tr> <td>4. Signals comprehension even when not understanding spoken English.</td> <td>2.4.5</td> </tr> <tr> <td>TALKING</td> <td></td> </tr> <tr> <td>1. Pronounces common words and phrases from descriptive texts comprehensibly.</td> <td>1.3.7</td> </tr> <tr> <td>2. Offers observations, e.g. dog black.</td> <td>2.3.6</td> </tr> <tr> <td>3. Uses words related to interests or experiences, e.g. family, school.</td> <td>2.3.7</td> </tr> <tr> <td>4. Relies on assistance from a friend to interpret or elaborate on a description.</td> <td>2.4.3</td> </tr> <tr> <td>5. Uses familiar repetitive patterns from spoken descriptive texts, e.g. ...and a little tiny bowl for Baby Bear.</td> <td>2.4.8</td> </tr> <tr> <td>6. Uses non-verbal responses, e.g. points to demonstrate knowledge or understanding.</td> <td>1.4.8</td> </tr> </tbody> </table>	Suggested language elements	ESL Scales	LISTENING		1. Recognises some descriptive words connected with immediate interests or needs.	1.3.2	2. Identifies single items of information from short spoken descriptive texts (number, colour).	2.1.5	3. Recognises familiar objects and pictures from known contexts.	2.1.6	4. Signals comprehension even when not understanding spoken English.	2.4.5	TALKING		1. Pronounces common words and phrases from descriptive texts comprehensibly.	1.3.7	2. Offers observations, e.g. dog black.	2.3.6	3. Uses words related to interests or experiences, e.g. family, school.	2.3.7	4. Relies on assistance from a friend to interpret or elaborate on a description.	2.4.3	5. Uses familiar repetitive patterns from spoken descriptive texts, e.g. ...and a little tiny bowl for Baby Bear.	2.4.8	6. Uses non-verbal responses, e.g. points to demonstrate knowledge or understanding.	1.4.8	GUIDED SUPPORT – Students practise target language by: <ol style="list-style-type: none"> In pairs, finding and identifying materials or places named in teacher instructions, e.g. the sunny day picture (for the weather chart), the reading corner. In pairs, answering questions about familiar subjects, e.g. family, home, animals, focusing on descriptive elements, e.g. Dog brown. Bird two feet. In groups, naming pictures, models or realia, then sorting into designated categories, e.g. find all the animals that fly. INDEPENDENT SUPPORT – Students use target language by: <ol style="list-style-type: none"> Answering questions non-verbally about an object of interest for news, e.g. Show me your doll's green dress. (Student points) Contributing to description during group construction of a 3D object, such as using plasticine or playdough – e.g. window here. Describing self to partner using full length mirror, e.g. black hair long; brown eyes.
Suggested language elements	ESL Scales																											
LISTENING																												
1. Recognises some descriptive words connected with immediate interests or needs.	1.3.2																											
2. Identifies single items of information from short spoken descriptive texts (number, colour).	2.1.5																											
3. Recognises familiar objects and pictures from known contexts.	2.1.6																											
4. Signals comprehension even when not understanding spoken English.	2.4.5																											
TALKING																												
1. Pronounces common words and phrases from descriptive texts comprehensibly.	1.3.7																											
2. Offers observations, e.g. dog black.	2.3.6																											
3. Uses words related to interests or experiences, e.g. family, school.	2.3.7																											
4. Relies on assistance from a friend to interpret or elaborate on a description.	2.4.3																											
5. Uses familiar repetitive patterns from spoken descriptive texts, e.g. ...and a little tiny bowl for Baby Bear.	2.4.8																											
6. Uses non-verbal responses, e.g. points to demonstrate knowledge or understanding.	1.4.8																											

A1
READING

ESL STEP
Joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Reading name cards and matching to students.
2. Identifying descriptive language in a shared text.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, creating extended noun groups by matching word cards (nouns and adjectives) to picture cards, e.g. a big red bus.
2. In groups, playing a Bingo game matching descriptive text to pictures, e.g. Big Bad Wolf, pink flowers, brown basket, Little Red Riding Hood.

INDEPENDENT SUPPORT – Students use target language by:

1. Finding own and friends' names on lists for small group activities.
2. Matching labels to drawings or photographs of familiar items, e.g. sandwich, pencil.

Suggested language elements	ESL Scales
1. Responds to familiar descriptive texts read aloud, supported by illustrations or repetition.	B1.13
2. Focuses on repetitive key words when joining in group reading of familiar descriptive texts.	B1.4.2
3. Engages in short, structured reading activities based on descriptive texts.	1.5.1
4. Begins to show awareness of sound/symbol relationships and left to right progression of print in literary or factual describing texts.	B2.3.2
5. Expects that a written text will describe, e.g. a character, item or setting.	B1.2.1

A1
WRITING

ESL STEP
Writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Drawing a setting from a familiar class text or shared experience while thinking aloud what should be included, e.g. birthday, family, classroom.
2. Writing captions or labels to match pictures, e.g. Red Riding Hood is scared.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, dictating descriptive captions for photographs of immediate environment, e.g. a shady tree, a smelly bin.
2. In groups, drawing, copying or tracing signs, words or logos, on a 3D model of the local environment, e.g. shop names, traffic signs, adjectives, nouns.

INDEPENDENT SUPPORT – Students use target language by:

1. Drawing characters from a familiar literary text and dictating a caption, e.g. witch bad.
2. Using a mirror to draw a self portrait, then copying own name and describing words from class word banks.

Suggested language elements	ESL Scales
1. Draws to illustrate a simple text that describes.	B2.5.3
2. Writes or copies words, phrases or other short texts to label drawings of familiar people, places or things using language learnt in class.	B2.7.3
3. Participates in shared writing activities of texts that describe, e.g. wall stories, posters.	B2.5.1
4. Expects to write as part of school learning.	1.10.2
5. Uses illustrations to provide more detail in own writing.	B2.8.1
6. Shows an awareness of the difference between pictures and words.	B1.6.2

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
ES1 : A2	Elementary	DESCRIBING	English	actions, colours, e.g. <i>The Monsters' Party</i> (Joy Cowley)	S&T	classifying healthy and unhealthy food, e.g. <i>What's for Lunch?</i>
			Maths	size, shape, colour, number, position, classification, comparison, time	C/Arts	using sounds to represent pictures, e.g. <i>Music: Sounds in the environment</i>
Text types		ESL notes	HSIE	self, family, e.g. <i>This is Me!</i>	PDHPE	feelings, e.g. <i>Interpersonal Relationships</i>
<ul style="list-style-type: none"> Factual descriptions Observation Literary descriptions Information report 		Eng K–6 modules: page 88 page 55				
						English K–6 links
						ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes in talking and listening
						Aspects of numeracy
						Position, time, size, measurement, volume, mass, temperature, classification, comparison

A2	ESL STEP	Sample strategies and activities
ORAL	<ul style="list-style-type: none"> Identifies key points of information from descriptive spoken texts. Identifies and describes people, places and things through a growing vocabulary. 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> Demonstrating how to play questioning games, e.g. enquiry and elimination games such as Guess Who?; Feely Box activities. Thinking aloud to compose an oral description, e.g. picture of an angry cat: The cat is orange with stripes. What else can I say about it? It has long whiskers and mean eyes. It looks angry.
	<p>Suggested language elements</p> <p>LISTENING</p> <ol style="list-style-type: none"> Follows teacher descriptions in familiar contexts. 3.1.5 Provides non-verbal feedback to speaker to sustain interaction. 3.4.x Identifies key points of information from short spoken describing texts. 3.1.3 Attends to spoken English by listening to conversations of others. 4.4.2 <p>TALKING</p> <ol style="list-style-type: none"> Demonstrates variable placement of adjectives, e.g. red book, book red. 3.3.4 Employs a small range of vocabulary to convey shades of meaning, e.g. very, very big. 4.3.9 Uses language acquired from new experiences and sources, e.g. excursions, performances. 4.4.3 	<p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> In groups with adult supervision, playing barrier games where one team matches information provided by another, e.g. Find the differences. Clarifying questions are encouraged, e.g. It have long tail? In pairs, completing a barrier activity where one student makes and describes a model, playdough figure, or bead pattern for partner to make one to match. In groups, sorting attribute blocks or 'junk' materials, naming criteria for classification. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Making a model, pattern or picture and describing it, e.g. My pattern have red circle, square blue, circle green one. Describing a character in a story, e.g. He was big and hairy. He was happy. In a barrier game, identifying a feature of a picture after hearing another student describe it and asking questions to narrow the choices, e.g. what colour is the circle?
	ESL Scales	

RECOUNTING

Language focus across the curriculum		9
Overview of ESL steps		9
Band A1:	Oral	10
	Reading	11
	Writing	11
Band A2:	Oral	12

RECOUNTING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
recounting, retelling, narrating, describing...	<ul style="list-style-type: none"> literary recount narrative observation 	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	ORAL		READING	WRITING
	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
B	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	re-tells 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
C	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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	Aspects of numeracy
ES1 : A1	Beginning	RECOUNTING	English	sequence of events, e.g. <i>Alexander and the Terrible, Horrible, No good, Very Bad Day</i> (Judith Viorst)	TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	Time, sequencing, location, position, distance, temperature, money.
			Maths	sequencing past events in time, e.g. <i>Measurement: Time</i>		
Text types		ESL notes	HSIE	school experiences, e.g. <i>School Days</i>	READING AND WRITING: ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	
<ul style="list-style-type: none"> Literacy recount Factual recount 		Eng K–6 modules: pages 32–33 page 39	S&T	combining pictures to tell a story, e.g. <i>Picture It</i>		
			C/Arts	narrative basis for drama, e.g. <i>Drama: Working with Animals</i>		
			PDHPE	personal experiences, e.g. <i>Growth and Development</i>		

A1	ESL STEP	Sample strategies and activities
ORAL	<ul style="list-style-type: none"> Identifies related words from simple recounts and narratives. Uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information. 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> Presenting and leading class chants, songs, rhymes, e.g. We're going on a lion hunt. Prompting participation in news, e.g. Did you go to McDonalds? (child nods or repeats – McDonalds). Providing opportunities for students to view video with narration several times, listening each time for events, e.g. <i>Play School's</i> 'Through the Windows' segments – clap when something silly happens. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> Joining in class songs, chants, rhymes with temporal sequence, e.g. Monday is washing day. Telling news, or re-telling others' news, with teacher assistance as needed, e.g. I went Wonderland. Did you go on the train? Re-telling events following picture prompts and using single words or short phrases, e.g. boy up, boy dress, boy eat. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Role-playing part of a story using dialogue from the text, e.g. 'Oh no,' said the cow. Answering questions about sequence of events by pointing to pictures displayed in jumbled order, e.g. what happened before..., next..., first...
<p>Suggested language elements</p> <p>LISTENING</p> <ol style="list-style-type: none"> Recognises gesture and facial expression reinforcing the spoken message. 1.2.1 Begins to join in songs, rhymes, chants. 1.1.3 Recognises some content words related to texts that recount or narrate. 1.3.2 Exhibits listening behaviour, e.g. looks at speaker. 1.4.1 Shows enjoyment in spoken activities related to texts that recount or narrate. 2.1.x Shows understanding of past, present and future time references at beginning of sentences, e.g. Yesterday we went... 2.3.1 <p>TALKING</p> <ol style="list-style-type: none"> Uses key words related to texts that recount about immediate interests or needs, e.g. family, school, food. 1.3.5 Mimics others' language without necessarily understanding meaning. 1.4.6 Pronounces common words from class texts and activities comprehensibly. 1.3.7 Uses familiar repetitive patterns from stories, songs, rhymes, media. 2.4.8 Retells a story in home language (while looking at a favourite book). B1.1.2 		

A1
READING

ESL STEP
Joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Sequencing pictures depicting events from a familiar text while thinking aloud how decisions are made.
2. Focusing on language identifying who, what, where, when in shared reading of familiar story or rhyme recounting events, e.g. *Humpty Dumpty*.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, using picture cards to complete sentences about a familiar text, e.g. picture cloze.
2. In groups, constructing a picture timeline for a familiar shared text.

INDEPENDENT SUPPORT – Students use target language by:

1. Reading sentences built with word and picture cards, and taken from familiar shared texts.
2. Sequencing pictures of events from a familiar shared text, e.g. *Who Sank the Boat?* (Pamela Allen).

Suggested language elements	ESL Scales
1. Shows interest in looking at books, focusing mostly on illustrations to follow event sequence.	B1.1.1
2. Demonstrates reading-like behaviour, e.g. points to words and illustrations, retells story to others in English or first language.	B1.4.1
3. Brings prior experiences with print to reading tasks in English, e.g. Arabic speaker may open book from back.	1.6.x
4. Gains simple information from illustrations, e.g. what did the frog do? – Him jump.	B1.1.5
5. Identifies some letters, sounds, words in familiar texts that recount or narrate.	1.7.5

A1
WRITING

ESL STEP
Writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating the drawing of two or three pictures to represent events in a text that narrates or recounts.
2. Encouraging contributions to development of class formulated sentence, scribing and describing actions and thoughts, e.g. secret sentence.
3. Scribing sentences about students' oral recounts, e.g. news, excursion, for students to trace or copy, and illustrate.

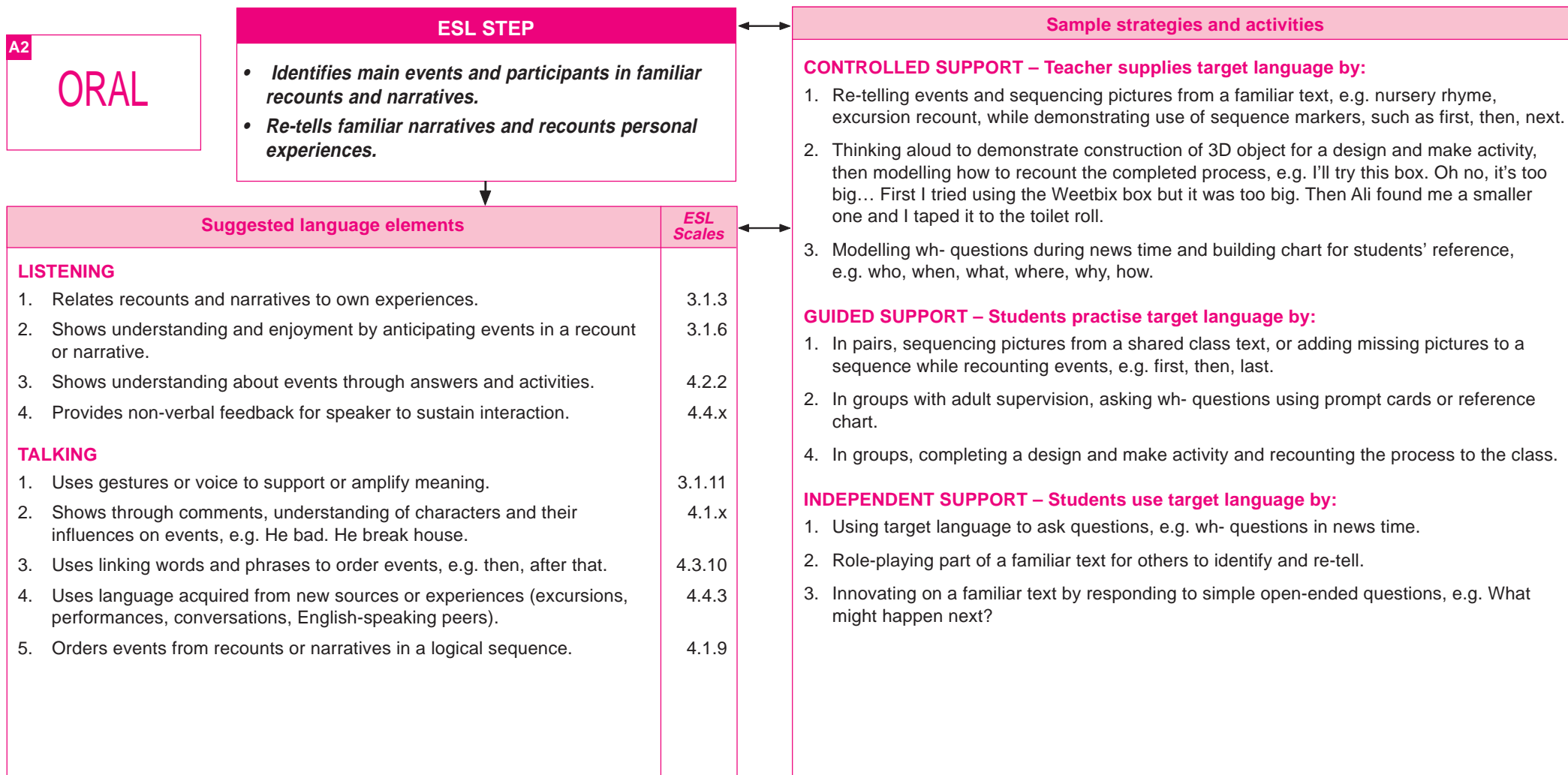
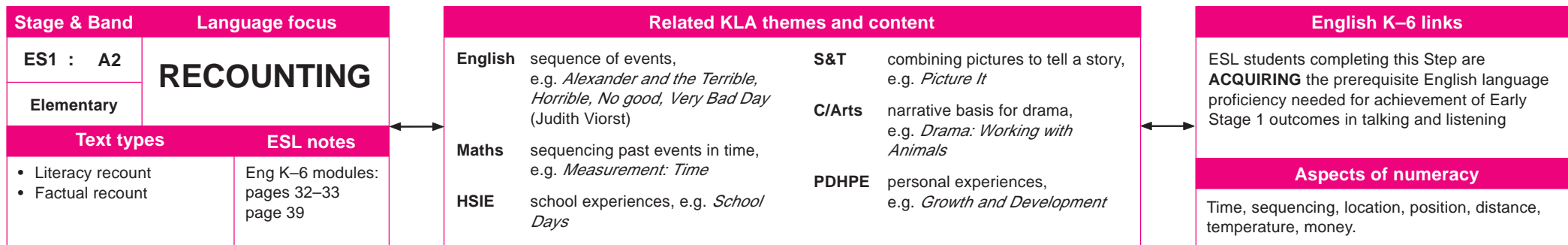
GUIDED SUPPORT – Students practise target language by:

1. In pairs, copying and illustrating words from environmental print – boards, charts.
3. In pairs, drawing pictures to sequence events to retell a familiar narrative, and attempting to label these by copying or using word cards.

INDEPENDENT SUPPORT – Students use target language by:

1. Dictating and tracing, or copying simple recount, e.g. Dad washed the dishes.
2. Using concept keyboard to complete simple recount sentences.

Suggested language elements	ESL Scales
1. Demonstrates understanding that the purpose of writing is to communicate messages.	1.10.x
2. Uses drawings to recount events, experiences and stories, sharing drawings and writing with teacher and peers.	B1.5.x 1.12.2
3. Demonstrates writing-like behaviour (write or draw when others write or draw).	B1.8.1
4. Completes short, simple, repetitive modelled sentences by substituting words copied from displays or using drawings.	1.9.4



RESPONDING

Language focus across the curriculum		15
Overview of ESL steps		15
Band A1:	Oral	16
	Reading	17
	Writing	17
Band A2:	Oral	18

RESPONDING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining...	<ul style="list-style-type: none"> 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	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from simple responses to literary texts	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	joins in 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
A2	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
B	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
C	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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	Aspects of numeracy
ES1 : A1	Beginning	RESPONDING	English	opinions and reasons, feelings, vocabulary related to books (cover, author, illustrator)	TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	Comparison, classification, time, sequencing, position.
			C/Arts	expressing what is liked in performance, e.g. <i>Dance: Rain</i>		
Text types		ESL notes				
Personal response		Eng K–6 modules: not applicable				

ESL STEP		Sample strategies and activities	
A1 ORAL	<ul style="list-style-type: none"> Identifies related words from simple responses to literary texts. Uses single words, formulaic phrases or incomplete sentences to respond to literary texts. 	CONTROLLED SUPPORT – Teacher supplies target language by: <ol style="list-style-type: none"> Using puppets/masks/props to demonstrate expressions of feelings or personality traits of characters, e.g. shy – hiding eyes. In picture talk leading discussion of emotions in particular circumstances, e.g. when grandma died, new baby, first day at school. Introducing simple speech rhymes or tongue twisters for enjoyment of rhythm, rhyme, actions. 	
	Suggested language elements	GUIDED SUPPORT – Students practise target language by: <ol style="list-style-type: none"> In groups, using dress up box to recreate and role-play characters and events from literary texts or drama presentation, e.g. Big Bad Wolf. In groups with adult supervision, playing bingo, matching characteristics described by leader to pictures of characters from familiar literary texts, e.g. This character was naughty and spoke to a stranger... She wore a red cloak... In pairs, sorting illustrations from similar texts, e.g. fairy tales, into like/dislike categories, giving a simple reason for the sort, e.g. Them happy. Them mean. 	
	ESL Scales	INDEPENDENT SUPPORT – Students use target language by: <ol style="list-style-type: none"> Choosing picture from a familiar literary text, talking about and role-playing a character in that part of the story, e.g. Goldilocks when she tastes the porridge – ‘no like’. Referring to pictures in a familiar literary text, identifying a favourite part and stating why, e.g. I like – pig run way. 	
LISTENING <ol style="list-style-type: none"> Exhibits listening behaviour when listening to discussions about a literary text or other creative product or performance. 1.4.1 Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods. 2.1.2 Responds to a single element of a literary text, e.g. laughs when... 1.1.3 Indicates understanding through yes/no responses. 2.3.4 	TALKING <ol style="list-style-type: none"> Begins to express some likes, dislikes and feelings about a literary text or other creative product or performance, e.g. it sad. 2.1.x Expresses short personal opinion about a literary text or other creative product or performance, e.g. boy no good. 2.1.x Uses non-verbal means to communicate, e.g. indicates tears or anger. 1.4.8 Gains attention of teacher or peers, e.g. pointing, using first language. 1.2.4 Uses a range of formulas to express opinions, e.g. I like that good. 2.3.8 		

A1
READING

ESL STEP
Joins in with shared reading of responses to literary texts and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Identifying elements of a book, e.g. covers, title, author, illustrator, pages, and having students point out features on request.
2. Scribbling and reading ‘feeling’ statements after listening to a passage of music, watching a dance, etc., e.g. I felt scared when it got loud.

GUIDED SUPPORT – Students practise target language by:

1. In groups, matching text in thought bubbles to characters in pictures from a text, e.g. *Wilfred Gordon McDonald Partridge* (Julie Vivas).
2. In pairs, matching opinion statements to pictures of parts of a drama presentation, dance or storybook, e.g. Nasr liked the dancing flowers.

INDEPENDENT SUPPORT – Students use target language by:

1. Identifying pleasing elements of a picture storybook, e.g. title, cover, illustrations, etc., and giving a simple reason for their choice, e.g. Like cover. Green.
2. Drawing a part of a play, dance or story under smiley/frowning faces or headings.

Suggested language elements	ESL Scales
1. Talks simply and gives simple opinions about familiar books and stories. (I like that.)	B2.1.4
2. Shows a personal response to a literary text (role-plays, draws a picture).	B2.1.3
3. Uses cover, title, illustrations, recommendations of others and own interests to help choose suitable literary texts.	1.8.6
4. Demonstrates reading-like behaviour by taking part in shared reading.	1.8.1
5. Follows simple texts while listening to them read aloud.	1.5.2

A1
WRITING

ESL STEP
Writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Completing a sentence with words, phrases or pictures while providing think aloud comments.
2. Developing and displaying charts of appropriate words and phrases for expressing opinions about a creative product, e.g. bright colours, happy music, scary monster.

GUIDED SUPPORT – Students practise target language by:

1. Copying a ‘feelings’ face to match an emotion in response to a stimulus, e.g. music, dance, artwork. 😊 😐 😞
2. In pairs, choosing and drawing a part of a story, dramatic presentation, dance and completing a related caption, e.g. This part made us feel _____.

INDEPENDENT SUPPORT – Students use target language by:

1. Drawing cover of a favourite familiar literary text and copying sentence, e.g. I liked this book.
2. Completing a simple sentence using pictures, words or phrases from word banks to respond to a story, painting, etc., e.g. I liked the painting. It made me feel _____.

Suggested language elements	ESL Scales
1. Draws pictures to communicate ideas and experiences.	B1.8.6
2. Mixes drawing and writing in a text.	1.12.2
3. Copies or traces single opinion sentences about a literary text, an artwork, a musical selection, a drama presentation or a dance.	1.11.1
4. Finds words needed for own writing from environmental print or charts.	1.12.4
5. Attributes meaning to copied symbols or words.	B1.6.3
6. Shows awareness that English writing consists of words formed by letters.	B2.6.1

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
ES1 : A2	Elementary	RESPONDING	English	opinions and reasons, feelings, vocabulary related to books (cover, author, illustrator)	ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes in talking and listening
			C/Arts	expressing what is liked in performance, e.g. <i>Dance: Rain</i>	
Text types		ESL notes			
Personal response		Eng K–6 modules: not applicable			
Aspects of numeracy					
Comparison, classification, time, sequencing, position.					

A2	ORAL	ESL STEP	Sample strategies and activities
		<ul style="list-style-type: none"> Follows short opinions about familiar literary texts. States brief opinions about familiar literary texts. 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> Presenting a range of descriptive language to help express and support judgement, e.g. kind, helpful + looked after, invited. Modelling a simple response to a shared reading text or a performance by thinking aloud, e.g. What was the giant like? How do we know that? He was mean. He wanted to eat Jack. Developing the language to describe attributes of a character from a familiar literary text, then acting in role to demonstrate how to role-play. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> In groups with adult supervision, constructing clines by sorting pictures according to gradation of meaning, e.g. good, naughty, wicked. In groups, contributing to a creative design and make activity using junk materials to represent a character, setting or event from a familiar literary text, e.g. This make angry face. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Using finger puppets/puppets/masks/props in structured play activities to represent feelings of characters from a familiar literary text. Choosing yes or no for a statement about a familiar literary text and giving a reason for opinion, e.g. Yes, Little Red Riding Hood was a naughty girl. She not do what mum say and talk to stranger.
Suggested language elements		ESL Scales	
LISTENING			
1. Provides non-verbal feedback to speaker to sustain interaction.		2.4.5	
2. Indicates when not sure what questions about a literary text mean.		3.4.1	
3. Indicates understanding of key elements of literary texts through identifying true/false statements.		3.1.7	
4. Responds to questions eliciting opinions about literary texts.		4.1.1	
TALKING			
1. Supports an opinion by using descriptions or events from a literary text.		4.1.10	
2. Expresses a set of likes, dislikes and feelings about a literary text, e.g. Miss, that funny book.		4.1.5	
3. Expresses personal opinion about a literary text using details from the text, e.g. Peter not be good to dog.		4.2.4	
4. Uses vocabulary learned from written texts when speaking.		4.3.8	

INSTRUCTING

Language focus across the curriculum		21
Overview of ESL steps		21
Band A1:	Oral	22
	Reading	23
	Writing	23
Band A2:	Oral	24

INSTRUCTING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
describing, ordering, commanding, listening, clarifying, noting, expressing conditions...		<ul style="list-style-type: none"> 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	ORAL		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	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
B	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
C	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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	Aspects of numeracy
ES1 : A1	Beginning	INSTRUCTING	English	recipes related to story, e.g. <i>Stone Soup</i> (Marcia Brown)	TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.
			Maths	following and giving directions, e.g. <i>Space & Geometry: Position</i>		
			HSIE	using maps and models, e.g. <i>Places We Know</i>	READING AND WRITING: ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	
			S&T	designing pamphlet for care of animals, e.g. <i>What's Alive?</i>		
			C/Arts	following instructions to explore new techniques, e.g. <i>Visual Arts: Fireworks</i>		
			PDHPE	instructions in aerobic activities, e.g. <i>Active Lifestyle</i>		
Text types		ESL notes				
<ul style="list-style-type: none"> • Procedure • Procedural recount 		Eng K–6 modules: pages 47–48				

A1		ESL STEP	Sample strategies and activities
ORAL		<ul style="list-style-type: none"> • <i>Identifies related words from short, simple instructions.</i> • <i>Uses single words, formulaic phrases or incomplete sentences to give instructions.</i> 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> 1. Leading action songs and rhymes, e.g. Put your finger on your nose. 2. Providing oral instructions one step at a time, and demonstrating related action in a directed art lesson, e.g. use the crayon to make lines from the top to the bottom. 3. Where possible, using L1 to clarify a concept or a task, e.g. where teacher, another adult or a student can do this. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> 1. Acting out a sequence of instructions as T speaks them, e.g. jump, clap. 2. Participating in a variety of action games, e.g. Everybody do this. 3. Joining in familiar repetitive patterns from stories, songs, rhymes, chants, raps, e.g. Teddybear, teddybear, turn around. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> 1. Using verbal and non-verbal means to retell a step in a procedural text already completed in class, e.g. (holds up beanbag and mimes tossing) – Go Rami. 2. Suggesting a set of simple captions for a sequence of road safety pictures, e.g. buckle up; stop, look, listen. 3. Role-playing familiar everyday personal hygiene routines in response to procedure spoken by teacher or another student, e.g. cleaning teeth.
Suggested language elements		ESL Scales	
LISTENING			
1. Identifies key words in familiar instructions.		1.3.x	
2. Recognises familiar instructions.		1.4.2	
3. Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles.		1.3.3	
4. Follows simple instructions where the context is obvious, e.g. directions supported with gesture.		2.1.2	
5. Seeks clarification of instructions in L1 from same language peers.		1.1.2	
TALKING			
1. Uses simple, familiar command verbs, e.g. go, give, turn on.		2.3.x	
2. Pronounces common words and phrases from class texts and activities comprehensibly.		2.3.10	
3. Constructs two- or three-word utterances conveying different relations between two terms, e.g. go office.		2.3.6	
4. Creates original utterances by substituting familiar phrases in instructions.		2.3.9	
5. Mimics teacher instructions without necessarily understanding meaning.		1.4.6	
6. Gains attention of teacher or peers, e.g. pointing, using first language.		1.2.4	

A1
READING

ESL STEP
Joins in shared reading of familiar procedure texts and completes simple related tasks.

Sample strategies and activities

- CONTROLLED – Teacher supplies target language by:**
1. Thinking aloud while demonstrating sequencing labelled pictures or photographs from a familiar text that instructs.
 2. Pointing to words while reading a text that instructs and asking students to find matching illustrations from display.

- GUIDED – Students practise target language by:**
1. In pairs, using pictures to identify missing components from a text that instructs.
 2. In groups, reading noun groups and matching to pictures or realia, e.g. a cup of milk.
 3. In pairs, sequencing pictures from a familiar routine or procedure.

- INDEPENDENT – Students use target language by:**
1. Reading aloud part of text that instructs from class big books, e.g. KW's Recipes.
 2. Sequencing pictures from a familiar text that instructs.

Suggested language elements	ESL Scales
1. From pictures, identifies objects, e.g. tools, ingredients in a text that instructs.	1.5.x
2. Follows a procedural sequence in pictures.	B2.1.7 1.5.6
3. Uses illustrations to support reading.	1.8.7
4. Recognises key words from a familiar text that instructs.	1.7.x
5. Knows that people read for different purposes, e.g. instructions, recipes.	1.6.1
6. Recognises a text that instructs, relying on its appearance.	B2.2.x

A1
WRITING

ESL STEP
Writes and illustrates procedures based on modelled and/or jointly constructed texts.

Sample strategies and activities

- CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Using drawings to show simple sequences of instructions for a familiar activity, then demonstrating how to match labels to the drawings.
 2. Leading development of illustrated class word books, e.g. action words, names of things.

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, drawing and labelling pictures to retell a short, simple, familiar instructional sequence, e.g. coming to the mat.
 2. In groups, using labelled pictures or word cards to complete a familiar cloze passage focusing on imperatives.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Dictating and tracing or copying captions for pictures to retell a familiar instructional sequence.
 2. Using a concept keyboard to copy or write a simple text that instructs.

Suggested language elements	ESL Scales
1. Uses the terms 'writing' and 'drawing' appropriately.	B2.6.2
2. Attributes meaning to copied symbols or words.	B1.6.3
3. Attempts to label pictures of a text that instructs with familiar words displayed in classroom.	1.9.1
4. Attempts to write or copy words, phrases or short sentences from familiar texts that instruct.	1.11.1
5. Draws to illustrate a simple, familiar text that instructs.	1.12.2

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
ES1 : A2	Elementary	INSTRUCTING	English recipes related to story, e.g. <i>Stone Soup</i> (Marcia Brown)	S&T designing pamphlet for care of animals, e.g. <i>What's Alive?</i>	ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes in talking and listening
			Maths following and giving directions, e.g. <i>Space & Geometry: Position</i>	C/Arts following instructions to explore new techniques, e.g. <i>Visual Arts: Fireworks</i>	
Text types		ESL notes	HSIE using maps and models, e.g. <i>Places We Know</i>	PDHPE instructions in aerobic activities, e.g. <i>Active Lifestyle</i>	Aspects of numeracy
<ul style="list-style-type: none"> • Procedure • Procedural recount 		Eng K–6 modules: pages 47–48			Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.

A2	ORAL	ESL STEP	Sample strategies and activities
		<ul style="list-style-type: none"> • Follows sequence of steps related to classroom procedures or learning activities. • Gives short sequence of steps related to classroom procedures, games, learning tasks. 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> 1. Guiding students through increasingly complex class routines and rules, e.g. blue group put bags near the door, then sit near my chair with your reading books. 2. Using a demonstration group of students to introduce a task, e.g. enquiry and elimination. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> 1. In groups, preparing to role-play crossing the street safely, deciding the order of the actions and allocating roles. 2. In pairs, playing barrier games involving placing of beads on string to match a model, e.g. Put a red bead on. Which red bead? Little one. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> 1. Giving instructions for simple road rules, e.g. stop at kerb..., wait for lollipop lady..., etc. 2. Following instructions to participate in playing a game, e.g. Snakes and Ladders. 3. After design and make activity, recounting how article was made. 4. Telling partner how to make something using Lego® or junk material. Partner completes article correctly.
Suggested language elements		ESL Scales	
LISTENING			
1. Identifies key points of information from short spoken texts that instruct, e.g. need bread for sandwich.		3.1.3	
2. Follows a short sequence of instructions related to classroom activities.		3.1.1	
3. Provides non-verbal feedback to sustain interaction.		4.4.x	
4. Comprehends basic markers of sequence, location and time.		3.3.1	
TALKING			
1. Gives simple directions for a familiar task.		3.1.x	
2. Makes simple comments during activity related to a text that instructs, e.g. more paste.		3.3.x	
3. Uses commands to direct peers in classroom games and activities.		4.2.4	
4. Repeats another speaker's words in subsequent conversation, e.g. Where did you plant the seed. Plant seed in pot.		3.4.6	
5. Rehearses or role-plays giving instructions or directions, e.g. plays school in free play time.		4.4.5	

EXPLAINING

Language focus across the curriculum		27
Overview of ESL steps		27
Band A1:	Oral	28
	Reading	29
	Writing	29
Band A2:	Oral	30

EXPLAINING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	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	ORAL		READING	WRITING
	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
B	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations of familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics
C	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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	Aspects of numeracy
ES1 : A1	Beginning	EXPLAINING	Maths	demonstrating how a solution was derived, e.g. <i>Working Mathematically</i>	TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	Sequencing, hypothesising, cycles, time, distance, position.
			S&T	explaining how something works, e.g. <i>Toy World</i>		
		PDHPE	drying effect of sun, e.g. <i>Personal Health Choices</i>		READING AND WRITING: ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	
Text types		ESL notes				
Explanation		Eng K–6 modules: page 63				

ESL STEP		Sample strategies and activities		
A1 ORAL	<ul style="list-style-type: none"> Identifies related words from short, simple explanations Uses single words, formulaic phrases or incomplete sentences to ask and answer questions. 	CONTROLLED SUPPORT – Teacher supplies target language by: <ol style="list-style-type: none"> While speaking or reading aloud a text that explains, pointing to appropriate parts of a related flow chart or diagram. Preparing students for class excursion, using diagrams, models, pictures, videos, realia, flowcharts to explain how finished product relates to origin, e.g. farm – wheat, flour, bread. 		
	Suggested language elements	ESL Scales	GUIDED SUPPORT – Students practise target language by: <ol style="list-style-type: none"> With teacher or helper guidance, working in groups to follow a flow chart or picture sequence to retell events in a life cycle, e.g. first frogs lay eggs. In groups, designing and making a simple musical instrument and explaining how sounds are made in response to questions: e.g. What is it? – Drum. How does it work? – Hit it. In pairs, using photos or pictures as cues to sequence and explaining simply the processing of familiar products from source to shelf, e.g. wool – on sheep, shearing, spinning, knitting, jumper. 	
LISTENING <ol style="list-style-type: none"> Recognises familiar words in spoken texts that explain. Recognises some content words in familiar texts that explain connected with interests or needs. Seeks clarification of texts that explain via an intermediary. Responds appropriately to familiar formulaic language in simple texts that explain. Watches others' actions and copies them. 		1.1.2 1.3.2 1.3.4 1.3.3 1.4.2	INDEPENDENT SUPPORT – Students use target language by: <ol style="list-style-type: none"> Using photos or other visual props to explain the stages of a familiar life cycle or process. After using Duplo or Mobilo to build a toy with moving parts, explaining how it works using isolated words with related gestures, e.g. This moves when... push – this go. 	
TALKING <ol style="list-style-type: none"> Uses intonation to emphasise the meaning of simple utterances, e.g. this? Uses nonverbal means to communicate, e.g. shows classmate what comes next. Constructs two-or three-word utterances. Pronounces comprehensibly common words and phrases from text that explain. 		1.1.6 1.4.8 2.3.6 1.3.7		

A1
READING

ESL STEP
Joins in shared reading of familiar explanations and completes related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Modelling how to sequence labelled pictures or photos of a familiar process or life cycle.
2. Demonstrating how arrows are used to show the sequence of a process.
3. Providing experiences in shared reading of texts that explain, focusing on visuals to increase knowledge of technical vocabulary and to develop students' understandings of the topic.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, matching word cards to pictures of a familiar process, checking choices against original text.
2. In groups with teacher or helper guidance, completing an oral cloze using a big book and reusable labels as word masks.

INDEPENDENT SUPPORT – Students use target language by:

1. Sequencing a familiar text that explains using labelled picture cards.
2. Re-telling a simple familiar text that explains using sequenced pictures as prompts.

Suggested language elements	ESL Scales
1. Shows interest in looking at texts that explain, focusing on visuals.	B1.1.1
2. Follows the sequence of a simple process using pictures.	B2.1.7 1.5.6
3. Focuses on intonation, repetition and illustrations to gain meaning in shared reading.	B2.4.3
4. Matches some familiar spoken words to written words in texts that explain.	B2.3.6
5. Knows that people read texts that explain to learn how things work or happen.	1.6.1

A1
WRITING

ESL STEP
Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Leading questioning to label a model, flowchart or diagram explaining a familiar process or phenomenon, e.g. What happens next? When? Where? How?
2. Developing and displaying word bank charts of technical vocabulary, labels and captions.

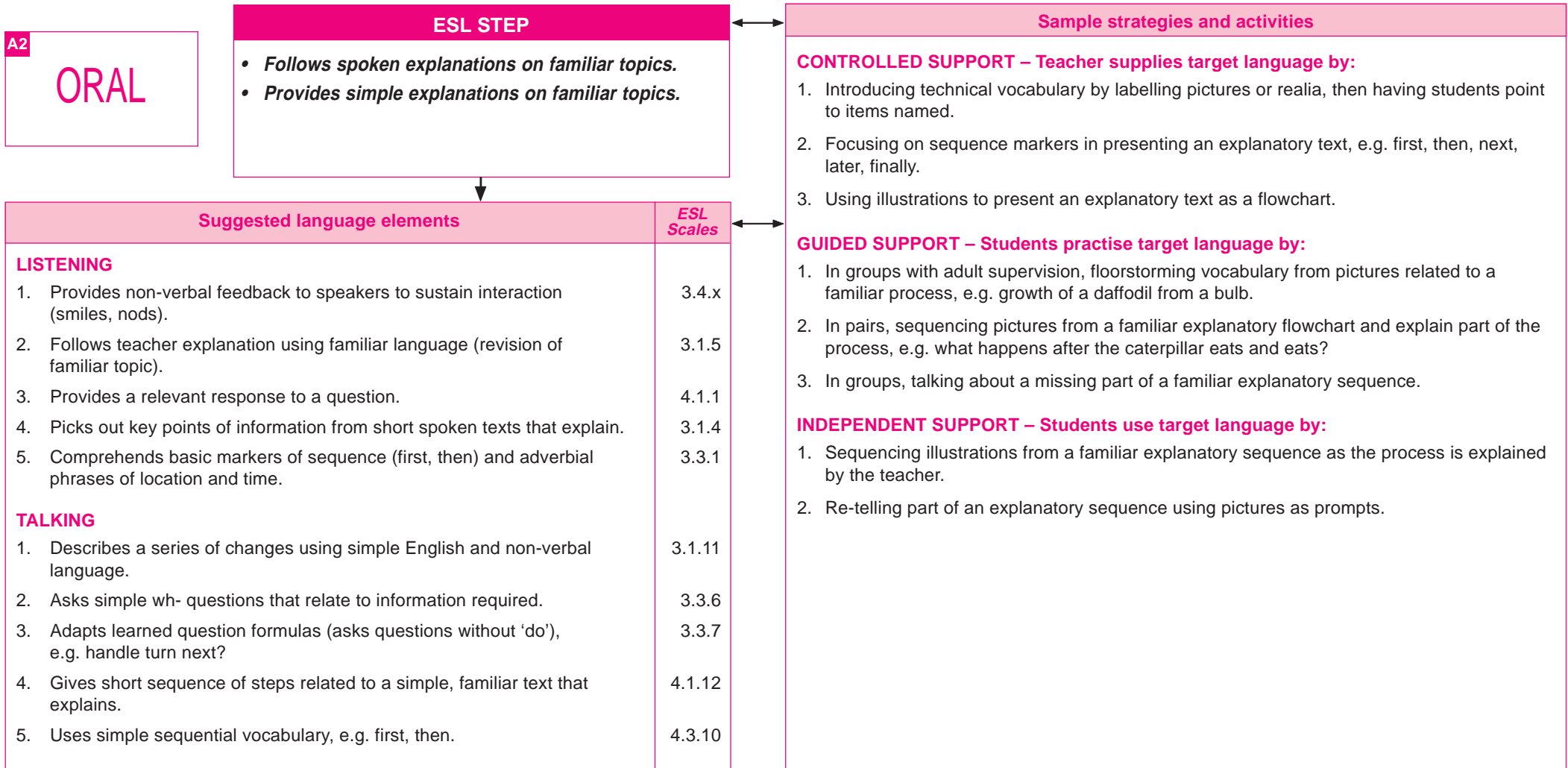
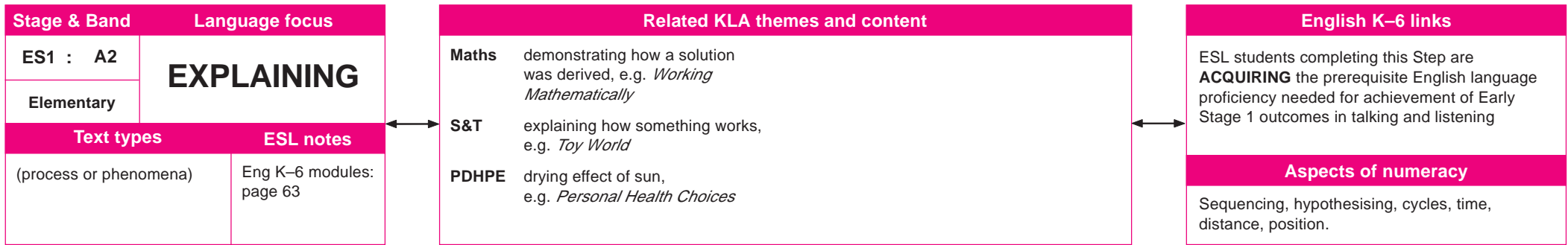
GUIDED SUPPORT – Students practise target language by:

1. Participating in joint construction of a text that explains by labelling a diagram or flowchart using familiar technical language, e.g. caterpillar, butterfly.
2. In pairs, sequencing illustrations of a familiar process, copying labels to match pictures, e.g. sheep, shearing, spinning, knitting.

INDEPENDENT SUPPORT – Students use target language by:

1. Using computer to copy simple labels for a diagram of a familiar process or phenomenon, e.g. fleece, yarn.
2. Labelling own illustrations of explanatory sequences with word-like approximations.

Suggested language elements	ESL Scales
1. Uses drawings or graphics to explain a simple process or phenomenon.	B1.5.1
2. Attributes meaning to copied symbols or words in a text that explains.	B1.6.3
3. Demonstrates writing-like behaviour (writes/draws when others write or draw).	B1.8.1
4. Combines writing and drawing to produce a simple text that explains.	B2.5.6
5. Completes simple repetitive modelled sentences, e.g. The handle turns the...	1.9.4
6. Writes or copies words or labels from texts that explain.	1.11.1



PERSUADING

Language focus across the curriculum		33
Overview of ESL steps		33
Band A1:	Oral	34
	Reading	35
	Writing	35
Band A2:	Oral	36

PERSUADING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising...		<ul style="list-style-type: none"> • exposition • discussion

(*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	ORAL		READING	WRITING
	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
B	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
C	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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	Aspects of numeracy
ES1 : A1	Beginning	PERSUADING	English	opinions and reasons about choices, e.g. <i>Animals Should Definitely Not Wear Clothing</i> (Judi Barret)	TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	Comparison, sequencing, classification, hypothesising, perspective.
			Maths	using data to support statement, e.g. <i>Data</i>		
Text types		ESL notes	HSIE	justifying classification of needs and wants, e.g. <i>Meeting Needs</i>	READING AND WRITING: ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.	
<ul style="list-style-type: none"> Discussion Exposition 		Eng K–6 modules: page 71 page 79	S&T	decisions re: Festival of the Senses, e.g. <i>Sense of Direction</i>		
			C/Arts	justifying choices, e.g. <i>Drama: Working with Animals</i>		
			PDHPE	responsible behaviour on public transport, e.g. <i>Safe Living</i>		

A1	ESL STEP	Sample strategies and activities																						
ORAL	<ul style="list-style-type: none"> Identifies related words from short, simple points of view. Uses single words, formulaic phrases or incomplete sentences to express points of view. 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> Thinking aloud to demonstrate choosing a free play activity, e.g. I don't want to cut and paste. It's too messy. I like playdough. I'll make a cat. Miming 'like' and 'don't like' for some familiar foods and relating to smiley faces, while providing the appropriate sentences, e.g. I don't like Vegemite®. It's too salty. Presenting jazz chants with a persuasive theme. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> In groups with adult supervision, sorting litter collected from the playground into rubbish, paper, cans, etc., justifying placement, e.g. paper here – recycle. In pairs, sorting magazine or catalogue pictures into needs and wants and talking about reasons for placing in category, e.g. Need hat. For sun. Want (pointing). For beach. Participating in a favourite pet/toy/colour day, e.g. contributing to display table and following a model to state why item is a favourite, e.g. Like truck (teacher may supply word). Here go up. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Contributing to arguments supporting a point of view in class discussions on current topics, e.g. People should walk inside. Choosing a take home book, stating why it was chosen, e.g. Like cars. 																						
	<p>Suggested language elements</p> <table border="1"> <thead> <tr> <th></th> <th>ESL Scales</th> </tr> </thead> <tbody> <tr> <td>LISTENING</td> <td></td> </tr> <tr> <td>1. Exhibits listening behaviour (pay attention, concentrate, look at speaker).</td> <td>1.4.1</td> </tr> <tr> <td>2. Signals comprehension through nonverbal feedback to sustain interaction.</td> <td>2.4.5</td> </tr> <tr> <td>3. Follows reasons for everyday routines, e.g. wearing hats in the playground.</td> <td>2.1.1</td> </tr> <tr> <td>4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.</td> <td>2.4.2</td> </tr> <tr> <td>TALKING</td> <td></td> </tr> <tr> <td>1. Pronounces common words and phrases from class texts and activities comprehensibly.</td> <td>2.3.10</td> </tr> <tr> <td>2. Combines known formulas or learned structures with other vocabulary to construct new utterances to agree or disagree with others, e.g. yes, it nice.</td> <td>2.3.9</td> </tr> <tr> <td>3. Mimics what teacher is saying without necessarily understanding the meaning.</td> <td>1.4.6</td> </tr> <tr> <td>4. Uses non-verbal means to persuade, e.g. gesture, act out.</td> <td>1.4.8</td> </tr> </tbody> </table>		ESL Scales	LISTENING		1. Exhibits listening behaviour (pay attention, concentrate, look at speaker).	1.4.1	2. Signals comprehension through nonverbal feedback to sustain interaction.	2.4.5	3. Follows reasons for everyday routines, e.g. wearing hats in the playground.	2.1.1	4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.	2.4.2	TALKING		1. Pronounces common words and phrases from class texts and activities comprehensibly.	2.3.10	2. Combines known formulas or learned structures with other vocabulary to construct new utterances to agree or disagree with others, e.g. yes, it nice.	2.3.9	3. Mimics what teacher is saying without necessarily understanding the meaning.	1.4.6	4. Uses non-verbal means to persuade, e.g. gesture, act out.	1.4.8	
	ESL Scales																							
LISTENING																								
1. Exhibits listening behaviour (pay attention, concentrate, look at speaker).	1.4.1																							
2. Signals comprehension through nonverbal feedback to sustain interaction.	2.4.5																							
3. Follows reasons for everyday routines, e.g. wearing hats in the playground.	2.1.1																							
4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.	2.4.2																							
TALKING																								
1. Pronounces common words and phrases from class texts and activities comprehensibly.	2.3.10																							
2. Combines known formulas or learned structures with other vocabulary to construct new utterances to agree or disagree with others, e.g. yes, it nice.	2.3.9																							
3. Mimics what teacher is saying without necessarily understanding the meaning.	1.4.6																							
4. Uses non-verbal means to persuade, e.g. gesture, act out.	1.4.8																							

A1
READING

ESL STEP
Joins in reading of familiar persuasive texts and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Thinking aloud reasons for choosing a book to be read to the class.
2. Thinking aloud reasons for choosing magazine pictures for a joint collage of healthy and unhealthy foods.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, choosing pictures from a toy catalogue and placing in order from most to least liked (cline).
2. In groups, choosing one healthy and one unhealthy food picture to add to a joint collage.

INDEPENDENT SUPPORT – Students use target language by:

1. Reading familiar jointly constructed text.
2. Expressing an opinion after shared reading of a text, giving a reason for stance, e.g. toy catalogue; This (pointing) good. Hair yellow.

Suggested language elements	ESL Scales
1. Identifies the social purpose of a simple persuasive text.	1.6.1
2. Uses illustrations to support reading.	1.8.7
3. Reads back own sentences scribed by another.	1.5.8
4. Gives simple opinion about an issue from a familiar text that persuades.	B2.1.4
5. Expects that a piece of writing can express an opinion.	B1.2.1
6. Listens for key words in a shared reading passage, e.g. topic area vocabulary.	B2.4.2

A1
WRITING

ESL STEP
Writes and illustrates point of view based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Leading development of a list of words signalling opinion, e.g. I think, best toy.
2. Listing student contributions to 'Things I like doing at school' for students to trace or copy.
3. Developing a list of positive statements about students to create a bank of phrases for use on Student of the Week posters, e.g. a good friend, kind, helpful, shares.

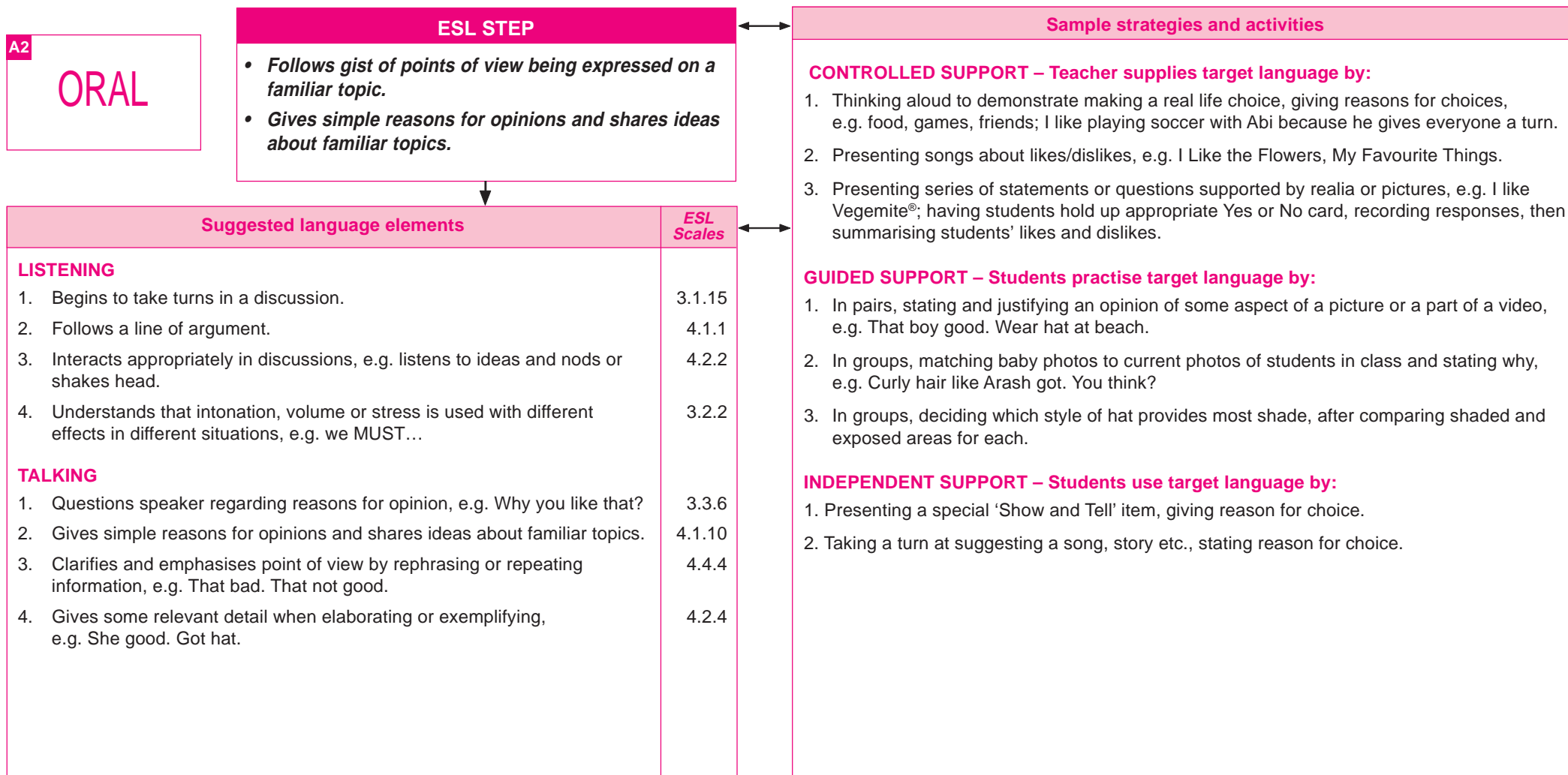
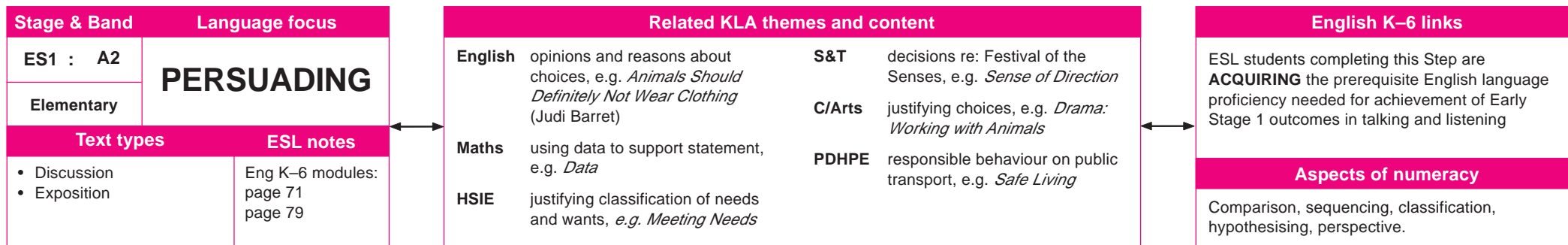
GUIDED SUPPORT – Students practise target language by:

1. In groups, using magazine pictures and captions to create a healthy menu for a class picnic.
2. In pairs, dictating, then tracing or copying, photo captions that say something positive about their partner.

INDEPENDENT SUPPORT – Students use target language by:

1. After group discussion, drawing self or writing name on yes/no chart in response to a statement, e.g. I like toy cars best.
2. Using a text sensitive pad or a paint program to write or copy a simple health message on a computer, e.g. No hat, no play.

Suggested language elements	ESL Scales
1. Contributes words, ideas or sentences to class or group persuasive text.	B2.5.1
2. Copies persuasive words and phrases related to a familiar topic, e.g. I think, that's a good idea.	B2.8.10



NEGOTIATING

Language focus across the curriculum		39
Overview of ESL steps		39
Band A1:	Oral (listening)	40
	Oral (talking)	41
Band A2:	Oral (listening)	42
	Oral (talking)	43

NEGOTIATING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
learning recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring interacting greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming		

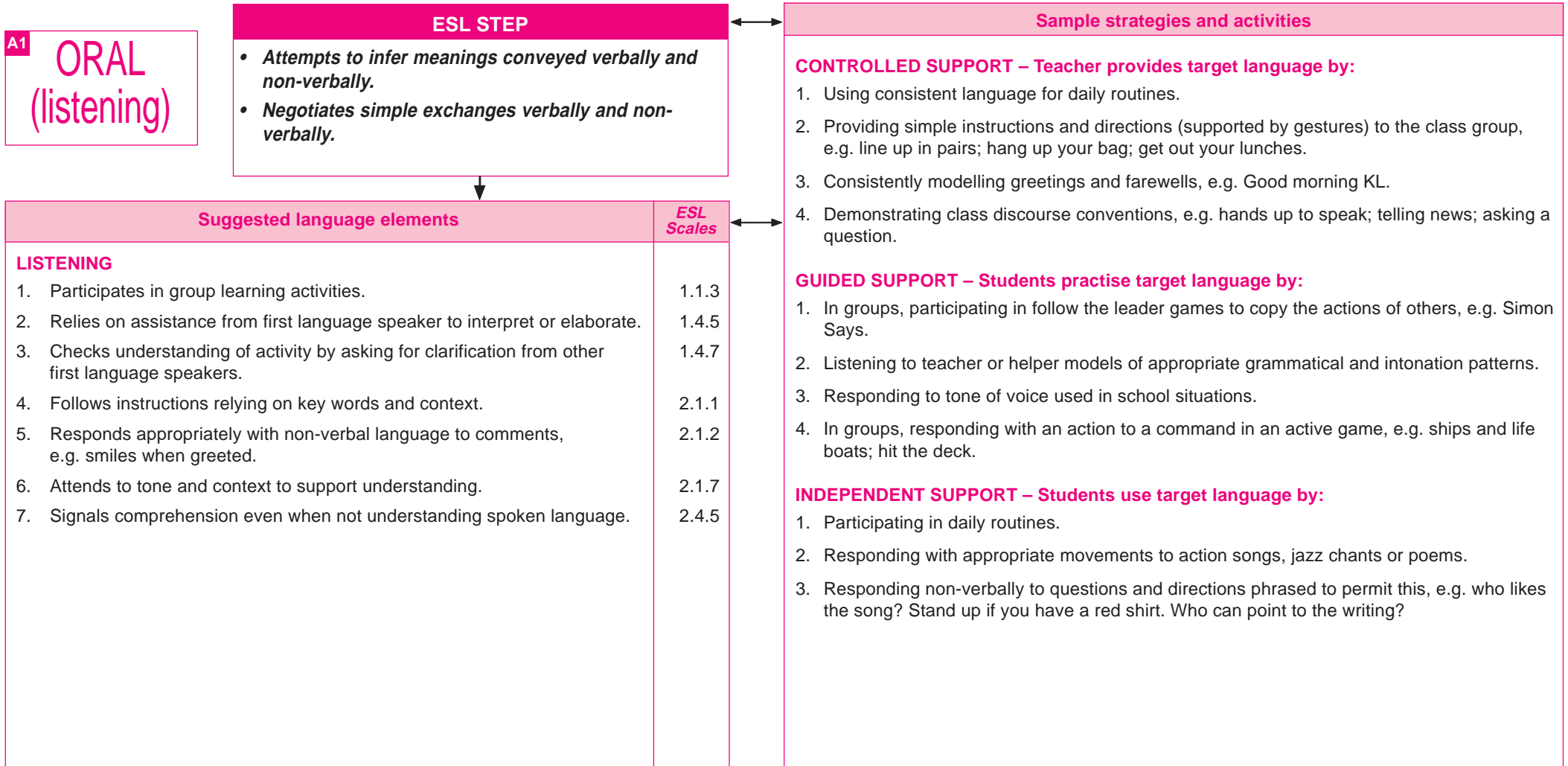
(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

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	ORAL		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		
B	follows the drift of unpredictable social and learning transactions	manages participation in social and learning transactions		
C	infers speakers' intentions to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

Stage & Band		Language focus	Related KLA themes and content	English K–6 links	Aspects of numeracy
ES1 : A1		NEGOTIATING	<ul style="list-style-type: none"> Negotiating underpins all KLA themes and content. All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests. Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter. Using discourse strategies effectively, e.g. turn taking, agreeing/ disagreeing appropriately. 	<p>TALKING AND LISTENING: ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.</p> <p>READING AND WRITING: ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.</p>	Context dependent
Beginning					
Text types		ESL notes			
All text types		Eng K–6 modules: all ESL notes			



A1
ORAL
(talking)

ESL STEP

- *Attempts to infer meanings conveyed verbally and non-verbally.*
- *Negotiates simple exchanges verbally and non-verbally.*

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

1. Modelling greetings and farewells and encouraging students to respond, e.g. Good Morning Mrs Smith (choral utterances).
2. Introducing routine chants, e.g. days of week, counting.
3. Demonstrating rote counting, e.g. objects, students, touching each as counted.
4. Introducing echo songs and chants, e.g. I Met a Bear; Going on a Lion Hunt.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, responding to simple questions that require a single word response, e.g. what is your name? What day is it?
2. Participating in chants, poems, repetitive refrains that require changes in voice.
3. In pairs, using puppets to mimic questions and answers as demonstrated by teacher.
4. In groups, participating in an enquiry and elimination barrier game relating to a class theme or book.

INDEPENDENT SUPPORT – Students use target language by:

1. Asking peers questions during news, e.g. where you get? Who give?
2. Using appropriate tone of voice and language in the classroom.
3. Participating in daily routines.

Suggested language elements	ESL Scales
TALKING	
1. Participates in simple routine social interactions by exchanging greetings and farewells, e.g. Hi, Hello, See you.	1.1.15
2. Watches others' actions and copies them.	1.4.2
3. Uses turn-taking strategies to sustain interaction.	2.4.x
4. Makes use of empathetic behaviours to sustain interaction with others, e.g. nod, smile, repeat speaker's words.	2.4.14
5. Relies on other speaker to scaffold conversation.	2.4.18
6. Feigns comprehension to interact with peers.	2.4.19
7. Uses questions to elicit help.	2.4.9

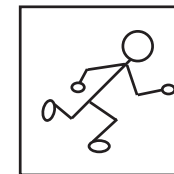
Stage & Band		Language focus	Related KLA themes and content		English K–6 links
ES1 : A2		NEGOTIATING	<ul style="list-style-type: none"> Negotiating underpins all KLA themes and content. All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests. 	<ul style="list-style-type: none"> Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter. Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately. 	ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes in talking and listening
Elementary					Text types
		All text types	Eng K–6 modules: all ESL notes		Context dependent

A2 ORAL (listening)	ESL STEP	Sample strategies and activities
	<ul style="list-style-type: none"> <i>Understands the gist of familiar social and learning exchanges.</i> <i>Participates in familiar social and learning exchanges.</i> 	<p>CONTROLLED SUPPORT – Teacher provides target language by:</p> <ol style="list-style-type: none"> Using short sequences of instructions for class related activities, e.g. book borrowing, using computer activities. Using photos from a shared activity to support understanding, recounting events, e.g. class excursion. Modelling verb endings (to show tense) using cue phrases with picture and word cards, e.g. yesterday, we walked... painted... Providing a variety of experiences of listening to different spoken texts, e.g. poems, procedures, narratives, reports. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> In groups, using pictures to order information for a short spoken text. In pairs, responding non-verbally to true or false statements related to class topic, book, event etc., e.g. ticks on the board, Yes/No buttons or cards. In groups, participating in active team games. Listening to teacher or helper read books which demonstrate how stress, intonation and volume are used in different situations. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Ordering pictures in response to a short spoken text (literary, social, factual). Responding non-verbally on individual cards to true/false statements related to a class topic. Observing, miming or role-playing turn taking, affirming, suggesting etc., in social learning situations such as pair/group work.
	Suggested language elements	ESL Scales
	<p>LISTENING</p> <ol style="list-style-type: none"> Uses clarification strategies to check understanding. Provides non-verbal feedback to speaker to sustain interaction. Asks speaker to repeat and/or speak slowly, or asks what a word means, e.g. what you mean? What mean festival? Asks for the translation of specific words from other first language speakers (to check context, match concepts). Understands teacher question on familiar topics or themes by responding with phrases or sentences. Understands the difference between suggestions and directives. 	<p>3.4.x</p> <p>3.4.x</p> <p>3.4.1</p> <p>3.4.4</p> <p>4.1.1</p> <p>4.1.2</p>

A1
ORAL
(talking)

ESL STEP
<ul style="list-style-type: none"> • <i>Understands the gist of familiar social and learning exchanges.</i> • <i>Participates in familiar social and learning exchanges.</i>

Sample strategies and activities
<p>CONTROLLED SUPPORT – Teacher provides target language by:</p> <ol style="list-style-type: none"> 1. Reviewing 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. 3. Leading familiar refrains from a chant, e.g. in the morning before school, before school... 4. Modelling ways to make a request using polite forms, e.g. Excuse me... Could I please...
<p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> 1. Responding to teacher questions based on class shared experiences or photos, e.g. excursion T: Where did we go? S: zoo. 2. In groups, responding in unison to teacher questions about actions from pictures, e.g. T: What is the boy doing? S: The boy is running. 3. In groups, role-playing making requests, e.g. Excuse me, do you...; Could I please...
<p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> 1. Re-telling a short spoken text using pictures to support the re-telling, e.g. ordering lunch, borrowing a book. 2. Describing events in photos/pictures using simple vocabulary, e.g. We played with playdough; This animal is...



Suggested language elements	ESL Scales
TALKING	
1. Repeats other speaker's words in subsequent conversation, e.g. Where did you plant the seeds? Plant seeds in pot.	3.4.6
2. Uses a few practised question formats during more formal situations, e.g. class sharing sessions.	3.4.7
3. Negotiates simple transactions, e.g. canteen, classroom activities.	3.3.8
4. Repeats a sentence modelling rhythm, intonation and pronunciation on another speaker.	3.4.8
5. Initiates and participates in casual exchanges with English speaking peers.	4.1.4
6. 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

APPENDICES

I	Language focus across the curriculum	46
II	Overview of ESL steps by language mode	47–48
III	Overview of ESL steps by bands	49–50
IV	<i>ESL Scales</i> level statements:	
	• oral interaction	51
	• reading and responding	52
	• writing	53

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 FOCUS	EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
		literary	factual
Describing	naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...	literary description	<ul style="list-style-type: none"> factual description information report
Recounting	recounting, retelling, narrating, describing ...	<ul style="list-style-type: none"> literary recount narrative observation 	factual recount
Responding	recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...	<ul style="list-style-type: none"> personal response review 	
Instructing	describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...		<ul style="list-style-type: none"> 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 ...		<ul style="list-style-type: none"> exposition discussion
Negotiating	<p><i>learning</i></p> <p>recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring ...</p> <p><i>interacting</i></p> <p>greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming ...</p>		

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

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

Early 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

Early Stage 1
Overview of ESL steps by language mode
ORAL (talking)

	BAND A1	BAND A2
Describing	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	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

Appendix II

Overview of ESL steps by language mode

Early Stage 1 Overview of ESL steps by language mode READING

BAND A1

Describing	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities
Recounting	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities
Responding	joins in shared reading responses to literary texts and completes simple related activities
Instructing	joins in shared reading of familiar procedure texts and completes simple related tasks
Explaining	joins in shared reading of familiar explanations and completes simple related activities
Persuading	joins in reading of familiar persuasive texts and completes simple related activities
Negotiating	

Early Stage 1 Overview of ESL steps by language mode WRITING

BAND A1

Describing	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts
Recounting	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts
Responding	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts
Instructing	writes and illustrates procedures based on modelled and/or jointly constructed texts
Explaining	writes and illustrates simple explanations based on modelled and/or jointly constructed texts
Persuading	writes and illustrates point of view based on modelled and/or jointly constructed texts
Negotiating	

Appendix III
Overview of ESL steps by bands
BAND A2

LANGUAGE FOCUS	ORAL		READING	WRITING
	Listening	Talking		
Describing	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary		
Recounting	identifies main events and characters in familiar recounts and narratives	retells familiar narratives and recounts personal experiences		
Responding	follows short opinions about familiar literary texts	states brief opinions about 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		
Explaining	follows spoken explanations on familiar topics	provides 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		
Negotiating	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges		

Appendix IV 'ESL Scales' level statements ORAL INTERACTION

BAND C	Level 8	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.
	Level 7	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 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.

BAND B	Level 6	Students at 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.
	Level 5	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.

BAND A2	Level 4	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.
	Level 3	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 grammatical accuracy. They engage in, elicit and practise English to extend their oral repertoire.

BAND A1	Level 2	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.
	Level 1	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 non-verbal 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.

Appendix IV
'ESL Scales' level statements
READING AND RESPONDING

Students at beginning level three read with understanding well-known texts, drawing on their developing knowledge of English. They respond to simple texts read aloud, identifying texts written for different purposes and relating them to their own knowledge and interests. They use their knowledge of English sound/symbol relationships and basic punctuation to read familiar and some unfamiliar texts, and focus on the literal meaning of the text, applying their knowledge about reading in English to new texts.	B3
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.	B2
Students at beginning level one show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge that print and writing transmit and record messages and stories between people. They handle books appropriately, conveying their awareness of some conventions of book and print organisation. They interact with texts, focusing on visual support to gain meaning.	B1

BAND C	7	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.
	6	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 language to its purpose. They interpret complex language used for a range of purposes and select reading strategies suited to the text and the task.
BAND B	5	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 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.
	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.
BAND A2	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.
	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 language to help them read in English.
BAND A1	1	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 rely on code-breaking strategies and visual cues to gain meaning from texts.

Appendix IV 'ESL Scales' level statements WRITING

<p>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 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.</p>	B3
<p>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.</p>	B2
<p>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</p>	B1

BAND C	7	<p>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.</p>
	6	<p>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.</p>
BAND B	5	<p>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.</p>
	4	<p>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.</p>
BAND A2	3	<p>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.</p>
	2	<p>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.</p>
BAND A1	1	<p>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 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.</p>

