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)
ACKNOWLEDGEMENT

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

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**ESL STEPS: ESL CURRICULUM FRAMEWORK K–6**

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

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### TEACHING GUIDE

**EARLY STAGE 1**

ESL BANDS: A1 + A2 (oral)

### 1. DESCRIBING

Language focus across the curriculum

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Language focus across the curriculum

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### 3. RESPONDING

Language focus across the curriculum

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### 4. INSTRUCTING

Language focus across the curriculum

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Language focus across the curriculum

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### 6. PERSUADING

Language focus across the curriculum

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### 7. NEGOTIATING

Language focus across the curriculum

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ESL Scales level statements

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### A1: Oral (listening)

### A1: Oral (talking)

### A2: Oral (listening)

### A2: Oral (talking)
Early Stage 1 • ESL

Bands: A1 & A2

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

<table>
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<tr>
<th>Stage &amp; Band</th>
<th>Language focus</th>
</tr>
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<tbody>
<tr>
<td>1a STAGE</td>
<td>Indicates the stage of schooling and the ESL Steps: ESL Curriculum Framework K–6 band in which ESL teaching and learning takes place.</td>
</tr>
<tr>
<td>1b BAND</td>
<td>Indicates the English language proficiency range.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Text types</th>
<th>ESL notes</th>
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<tr>
<td>2 LANGUAGE FOCUS</td>
<td>Identifies the focus of receptive and productive use of English language for the ESL step.</td>
</tr>
<tr>
<td>3 TEXT TYPES</td>
<td>Identifies some types of texts associated with the language focus that students will experience or produce.</td>
</tr>
<tr>
<td>4 ESL NOTES</td>
<td>Indicates where relevant additional teaching and learning suggestions for ESL learners can be found in the English K–6 Modules.</td>
</tr>
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<tr>
<th>Related KLA themes and content</th>
<th>English K–6 links</th>
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<td>5 ESL STEP</td>
<td>6 ORAL</td>
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<tr>
<td></td>
<td></td>
<td>Identifies the kind of topics in which the language focus is essential to language use and content learning.</td>
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<tr>
<th>Sample strategies and activities</th>
<th>CONTROLL SUPPORT</th>
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<td>8 ORAL</td>
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<tr>
<th>Suggested language elements</th>
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<td>9 RELATED KLA THEMES AND CONTENT</td>
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<tr>
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<td>Identifies the kind of topics in which the language focus is essential to language use and content learning.</td>
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<th>Sample strategies and activities</th>
<th>English K–6 links</th>
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<td></td>
<td>10 SUGGESTED LANGUAGE ELEMENTS</td>
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<td>Identifies specific language learning involved in achieving the ESL step.</td>
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<thead>
<tr>
<th>ESL SCALES</th>
<th>11 FRAMEWORK SCAFFOLDING</th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

| 12 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. |

| 13 SAMPLE STRATEGIES AND ACTIVITIES | Provides examples of learning activities that enable ESL students to learn the English language skills required for the ESL step. |

| 7 ASPECTS OF NUMERACY | Identifies some examples of numeracy concepts that may be relevant to KLA topics associated with the language focus. |
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 iv outlines how the ESL Steps: ESL Curriculum Framework K–6 teaching guides can be used to assist with planning.

Goal

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

1. Needs analysis

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

2. Language demands

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

3. ESL steps

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

4. Language elements

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

5. Strategies and activities

Teachers select ESL teaching and learning strategies and activities to support the development of English language skills needed for KLA learning. Alternatively, teachers may design strategies and activities using the samples as a guide.

Teachers sequence activities using the framework of Controlled support, Guided support and Independent support to provide graduated support for learning the target language.

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

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

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

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

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

6. Teaching and learning – implementing the ESL program

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

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

7. Evaluating

Teachers use students’ assessment data, cumulative and final, to provide evidence of the impact and suitability of the program. They judge the effectiveness of the ESL program in enabling students to move towards achievement of KLA assessment and outcomes.
Using the ‘ESL Steps: ESL Curriculum Framework K–6’ teaching guides in programming

**Goal**
ESL students able to achieve KLA outcomes for appropriate stages.

1. **Needs analysis**
   Identify ESL students’ needs and decide ESL Scales level and *ESL band*.

2. **Language demands**
   Identify language demands of the KLA unit or topic and decide on a *Language focus area*.

3. **ESL steps**
   Locate relevant *ESL steps*. This is informed by Stage, Language focus and ESL band.

4. **Language elements**
   Select items from *Suggested language elements* which address the language demands of the unit. These become the unit’s ESL objectives against which ESL learning is assessed.

5. **Strategies and activities**
   Select or design ESL activities to support curriculum teaching and learning. *Sample strategies and activities* provide a useful bank of ideas. Sequence activities to provide graduated support for learning target language. Identify activities that provide opportunities to assess for ESL learning.

6. **Teaching and learning**
   Scaffold learning by providing assistance for use of target language at the point-of-need. Assess ESL learning outcomes of students in the context of the KLA unit or topic.

7. **Evaluation**
   Evaluate the effectiveness of the ESL program in facilitating students’ achievement of KLA outcomes.
Relationship of ‘ESL Steps: ESL Curriculum Framework K–6’ bands to K–6 syllabus stages and ‘ESL Scales’ levels

LEGEND

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

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

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

**EXAMPLES OF LANGUAGE FUNCTIONS**
- naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting…

**SPOKEN AND WRITTEN TEXT TYPES**

<table>
<thead>
<tr>
<th>Literary</th>
<th>Factual</th>
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| literary description | • factual description  
• information report |

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### Overview of ESL steps

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<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
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<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
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<tr>
<td>A1</td>
<td>identifies related words from short, simple descriptions and reports</td>
<td>uses single words, formulaic phrases or incomplete sentences to describe familiar people, places and events</td>
<td>joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities</td>
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<tr>
<td>A2</td>
<td>identifies key points of information from descriptive spoken texts</td>
<td>identifies and describes people, places and things through a growing vocabulary</td>
<td>reads and re-tells ideas and events from literary and factual descriptions and reports on familiar topics</td>
</tr>
<tr>
<td>B</td>
<td>links key points of information to supporting details from descriptive spoken texts</td>
<td>elaborates on descriptions in group work or class discussions and presentations</td>
<td>identifies and organises main ideas and specific details from literary and factual descriptions and reports</td>
</tr>
<tr>
<td>C</td>
<td>extracts key points of information and supporting details from extended spoken descriptive texts</td>
<td>presents sustained and cohesive talks on familiar topics, handling questions appropriately</td>
<td>organises main and supporting ideas in texts using a range of reading strategies and sources</td>
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*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.
ESL STEP

A1 ORAL

• Identifies related words from short, simple descriptions and reports.
• Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places and events.

Suggested language elements

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).
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

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:
1. 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.
2. 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).
3. 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.
4. 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).

GUIDED SUPPORT – Students practise target language by:
1. 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.
2. In pairs, answering questions about familiar subjects, e.g. family, home, animals, focusing on descriptive elements, e.g. Dog brown. Bird two feet.
3. 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:
1. Answering questions non-verbally about an object of interest for news, e.g. Show me your doll’s green dress. (Student points)
2. Contributing to description during group construction of a 3D object, such as using plasticine or playdough – e.g. window here.
3. Describing self to partner using full length mirror, e.g. black hair long; brown eyes.

Aspects of numeracy

Position, time, size, measurement, volume, mass, temperature, classification, comparison.
### Suggested language elements ESL Scales

**A1 READING**

**ESL STEP**

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

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**

**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.

**A1 WRITING**

**ESL STEP**

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

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**

**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.
### ESL STEP

**ORAL**

- Identifies key points of information from descriptive spoken texts.
- Identifies and describes people, places and things through a growing vocabulary.

### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Scales</th>
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<tbody>
<tr>
<td>1. Follows teacher descriptions in familiar contexts.</td>
<td>3.1.5</td>
</tr>
<tr>
<td>2. Provides non-verbal feedback to speaker to sustain interaction.</td>
<td>3.4.x</td>
</tr>
<tr>
<td>3. Identifies key points of information from short spoken describing texts.</td>
<td>3.1.3</td>
</tr>
<tr>
<td>4. Attends to spoken English by listening to conversations of others.</td>
<td>4.4.2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
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<tbody>
<tr>
<td>1. Demonstrates variable placement of adjectives, e.g. red book, book red.</td>
<td>3.3.4</td>
</tr>
<tr>
<td>2. Employs a small range of vocabulary to convey shades of meaning, e.g. very, very big.</td>
<td>4.3.9</td>
</tr>
<tr>
<td>3. Uses language acquired from new experiences and sources, e.g. excursions, performances.</td>
<td>4.4.3</td>
</tr>
</tbody>
</table>

### Related KLA themes and content

- **English**
  - actions, colours, e.g. *The Monsters’ Party* (Joy Cowley)
- **Maths**
  - size, shape, colour, number, position, classification, comparison, time
- **HSIE**
  - self, family, e.g. *This is Me!*
- **S&T**
  - classifying healthy and unhealthy food, e.g. *What’s for Lunch?*
- **C/Arts**
  - using sounds to represent pictures, e.g. *Music: Sounds in the environment*
- **PDHPE**
  - feelings, e.g. *Interpersonal Relationships*

### Sample strategies and activities

**CONTROLLED SUPPORT** – Teacher supplies target language by:

1. Demonstrating how to play questioning games, e.g. enquiry and elimination games such as Guess Who?; Feely Box activities.
2. 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.

**GUIDED SUPPORT** – Students practise target language by:

1. 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?
2. 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.
3. In groups, sorting attribute blocks or ‘junk’ materials, naming criteria for classification.

**INDEPENDENT SUPPORT** – Students use target language by:

1. Making a model, pattern or picture and describing it, e.g. My pattern have red circle, square blue, circle green one.
2. Describing a character in a story, e.g. He was big and hairy. He was happy.
3. 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?
RECOUNTING

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

## Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES¹</th>
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</thead>
<tbody>
<tr>
<td>recounting, retelling, narrating, describing…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recounting</td>
<td>literary recount</td>
<td>factual recount</td>
</tr>
<tr>
<td>retelling</td>
<td>narrative</td>
<td></td>
</tr>
<tr>
<td>narrating</td>
<td>observation</td>
<td></td>
</tr>
</tbody>
</table>

¹(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

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple recounts and narratives</td>
<td>uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information</td>
<td>joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities</td>
</tr>
<tr>
<td>A2</td>
<td>identifies main events and characters in familiar recounts and narratives</td>
<td>re-tells familiar narratives and recounts personal experiences</td>
<td>reads familiar literary and factual recounts and narrative texts</td>
</tr>
<tr>
<td></td>
<td>gains information and enjoyment from extended recounts and narratives</td>
<td>recognises and interprets key elements in the development of recounts and narratives</td>
<td>re-tells and summarises literary and factual recounts and narratives referring to main ideas and supporting details</td>
</tr>
<tr>
<td>B</td>
<td>synthesises key messages from extended recounts and complex narratives</td>
<td>presents engaging recounts and narratives appropriate for audience</td>
<td>identifies issues and implications arising from extended literary and factual recounts and complex narratives</td>
</tr>
</tbody>
</table>
### ESL STEP

**A1**

**ORAL**

- **Identifies related words from simple recounts and narratives.**
- **Uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information.**

### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognises gesture and facial expression reinforcing the spoken message.</td>
<td>1.2.1</td>
</tr>
<tr>
<td>2. Begins to join in songs, rhymes, chants.</td>
<td>1.1.3</td>
</tr>
<tr>
<td>3. Recognises some content words related to texts that recount or narrate.</td>
<td>1.3.2</td>
</tr>
<tr>
<td>4. Exhibits listening behaviour, e.g. looks at speaker.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>5. Shows enjoyment in spoken activities related to texts that recount or narrate.</td>
<td>2.1.x</td>
</tr>
<tr>
<td>6. Shows understanding of past, present and future time references at beginning of sentences, e.g. Yesterday we went...</td>
<td>2.3.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses key words related to texts that recount about immediate interests or needs, e.g. family, school, food.</td>
<td>1.3.5</td>
</tr>
<tr>
<td>2. Mimics others’ language without necessarily understanding meaning.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>3. Pronounces common words from class texts and activities comprehensibly.</td>
<td>1.3.7</td>
</tr>
<tr>
<td>4. Uses familiar repetitive patterns from stories, songs, rhymes, media.</td>
<td>2.4.8</td>
</tr>
<tr>
<td>5. Retells a story in home language (while looking at a favourite book).</td>
<td>B1.1.2</td>
</tr>
</tbody>
</table>

### Related KLA themes and content

- **English**
  - Sequence of events, e.g. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Judith Viorst)
  - *Measurement: Time*
- **Maths**
  - Sequencing past events in time, e.g. *Measurement: Time*
- **HSIE**
  - School experiences, e.g. *School Days*
- **S&T**
  - Combining pictures to tell a story, e.g. *Picture It*
- **C/Arts**
  - Narrative basis for drama, e.g. *Drama: Working with Animals*
- **PDHPE**
  - Personal experiences, e.g. *Growth and Development*

### English K–6 links

**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.

**READING AND WRITING:**

- ESL students completing this Step are **ACQUIRING** the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.

### Sample strategies and activities

**CONTROLLED SUPPORT** — Teacher supplies target language by:

1. Presenting and leading class chants, songs, rhymes, e.g. We’re going on a lion hunt.
2. Prompting participation in news, e.g. Did you go to McDonalds? (child nods or repeats – McDonalds).
3. Providing opportunities for students to view video with narration several times, listening each time for events, e.g. *Play School’s ‘Through the Windows’ segments – clap when something silly happens.*

**GUIDED SUPPORT** — Students practise target language by:

1. Joining in class songs, chants, rhymes with temporal sequence, e.g. Monday is washing day.
2. Telling news, or re-telling others’ news, with teacher assistance as needed, e.g. I went Wonderland. Did you go on the train?
3. Re-telling events following picture prompts and using single words or short phrases, e.g. boy up, boy dress, boy eat.

**INDEPENDENT SUPPORT** — Students use target language by:

1. Role-playing part of a story using dialogue from the text, e.g. ‘Oh no,’ said the cow.
2. Answering questions about sequence of events by pointing to pictures displayed in jumbled order, e.g. what happened before..., next..., first...

### Aspects of numeracy

- Time, sequencing, location, position, distance, temperature, money.
Sample strategies and activities

**ESL STEP**

**READING**

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

**Suggested language elements**

| 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 |

**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).

**WRITING**

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

**Suggested language elements**

| 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 |
| 3. Demonstrates writing-like behaviour (write or draw when others write or draw). | 1.12.2 |
| 4. Completes short, simple, repetitive modelled sentences by substituting words copied from displays or using drawings. | B1.8.1 |

**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.
2. 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.
### ESL STEP

#### ORAL

- **Identifies main events and participants in familiar recounts and narratives.**
- **Re-tells familiar narratives and recounts personal experiences.**

#### Suggested language elements

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<td>1. Uses gestures or voice to support or amplify meaning.</td>
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<td>2. Shows understanding and enjoyment by anticipating events in a recount or narrative.</td>
<td>2. Shows through comments, understanding of characters and their influences on events, e.g. He bad. He break house.</td>
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<td>3. Shows understanding about events through answers and activities.</td>
<td>3. Uses linking words and phrases to order events, e.g. then, after that.</td>
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<td>4. Provides non-verbal feedback for speaker to sustain interaction.</td>
<td>4. Uses language acquired from new sources or experiences (excursions, performances, conversations, English-speaking peers).</td>
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#### ESL Scales

- **LISTENING**
  - 3.1.3
  - 3.1.6
  - 4.2.2
  - 4.4.x

- **TALKING**
  - 3.1.11
  - 4.1.x
  - 4.3.10
  - 4.4.3
  - 4.1.9

### Related KLA themes and content

- **English**
  - sequence of events, e.g. *Alexander and the Terrible, Horrible, No good, Very Bad Day* (Judith Viorst)
  - Combining pictures to tell a story, e.g. *Picture It*

- **S&T**
  - Combining pictures to tell a story, e.g. *Picture It*
  - Narrative basis for drama, e.g. *Drama: Working with Animals*

- **C/Arts**
  - Narrative basis for drama, e.g. *Drama: Working with Animals*

- **HSIE**
  - School experiences, e.g. *School Days*
  - Personal experiences, e.g. *Growth and Development*

### 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

Time, sequencing, location, position, distance, temperature, money.

### Early Stage 1 - ESL Bands A1 - A2

<table>
<thead>
<tr>
<th>Text types</th>
<th>ESL notes</th>
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<tbody>
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<td>• Literacy recount</td>
<td>Eng K–6 modules: pages 32–33 page 39</td>
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<tr>
<td>• Factual recount</td>
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</table>

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<tr>
<th>Related KLA themes and content</th>
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### Sample strategies and activities

**CONTROLLED SUPPORT – Teacher supplies target language by:**

1. Re-telling events and sequencing pictures from a familiar text, e.g. nursery rhyme, excursion recount, while demonstrating use of sequence markers, such as first, then, next.
2. Thinking aloud to demonstrate construction of 3D object for a design and make activity, then modelling how to recount the completed process, e.g. I’ll try this box. Oh no, it’s too big… First I tried using the Weetbix box but it was too big. Then Ali found me a smaller one and I taped it to the toilet roll.
3. Modelling wh- questions during news time and building chart for students’ reference, e.g. who, when, what, where, why, how.

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, sequencing pictures from a shared class text, or adding missing pictures to a sequence while recounting events, e.g. first, then, last.
2. In groups with adult supervision, asking wh- questions using prompt cards or reference chart.
3. In groups, completing a design and make activity and recounting the process to the class.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Using target language to ask questions, e.g. wh- questions in news time.
2. Role-playing part of a familiar text for others to identify and re-tell.
3. Innovating on a familiar text by responding to simple open-ended questions, e.g. What might happen next?
RESPONDING

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RESPONDING

Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
<tr>
<td>recalling, recounting, revising,</td>
<td>• personal response</td>
</tr>
<tr>
<td>describing, defining, clarifying,</td>
<td>• review</td>
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<tr>
<td>comparing, contrasting, deciding,</td>
<td></td>
</tr>
<tr>
<td>choosing, justifying,</td>
<td></td>
</tr>
<tr>
<td>synthesising, speculating, hypothesising,</td>
<td></td>
</tr>
<tr>
<td>evaluating, imagining…</td>
<td></td>
</tr>
</tbody>
</table>

Overview of ESL steps

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<th>WRITING</th>
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<tr>
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<td>Talking</td>
<td></td>
</tr>
<tr>
<td>A1</td>
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<td>uses single words, formulaic phrases or incomplete sentences to respond to literary texts</td>
<td>joins in shared reading of responses to literary texts and completes simple related activities</td>
</tr>
<tr>
<td>A2</td>
<td>follows short opinions about familiar literary texts</td>
<td>states brief opinions about familiar literary texts</td>
<td>reads simple responses to familiar literary texts</td>
</tr>
<tr>
<td>B</td>
<td>follows varying comments and opinions about literary texts</td>
<td>elaborates on personal responses to literary texts</td>
<td>follows main ideas from reviews of literary texts</td>
</tr>
<tr>
<td>C</td>
<td>follows extended commentaries on responses to literary texts</td>
<td>gives sustained and cohesive responses to literary texts</td>
<td>identifies writer’s point of view from critical reviews of literary texts</td>
</tr>
</tbody>
</table>

*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.
**ESL STEP**

- **RESPONDING**
  - Identifies related words from simple responses to literary texts.
  - Uses single words, formulaic phrases or incomplete sentences to respond to literary texts.

**English**
- opinions and reasons, feelings, vocabulary related to books (cover, author, illustrator)

**C/Arts**
- expressing what is liked in performance, e.g. Dance: Rain

**Related KLA themes and content**

**Text types**
- English
  - Aspects of numeracy

**ESL notes**
- Personal response
  - Eng K–6 modules: not applicable

**English K–6 links**
- ESL students completing this Step are **BEGINNING TO DEVELOP** the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.

- ESL students completing this Step are **ACQUIRING** the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.

**Sample strategies and activities**

**LISTENING**
1. Exhibits listening behaviour when listening to discussions about a literary text or other creative product or performance.
2. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods.
3. Responds to a single element of a literary text, e.g. laughs when...
4. Indicates understanding through yes/no responses.

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<tr>
<td>LISTENING</td>
<td></td>
</tr>
<tr>
<td>1. Exhibits listening behaviour when listening to discussions about a literary text or other creative product or performance.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>2. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods.</td>
<td>2.1.2</td>
</tr>
<tr>
<td>3. Responds to a single element of a literary text, e.g. laughs when…</td>
<td>1.1.3</td>
</tr>
<tr>
<td>4. Indicates understanding through yes/no responses.</td>
<td>2.3.4</td>
</tr>
</tbody>
</table>

**TALKING**
1. Begins to express some likes, dislikes and feelings about a literary text or other creative product or performance, e.g. It sad.
2. Expresses short personal opinion about a literary text or other creative product or performance, e.g. boy no good.
3. Uses non-verbal means to communicate, e.g. indicates tears or anger.
4. Gains attention of teacher or peers, e.g. pointing, using first language.
5. Uses a range of formulas to express opinions, e.g. I like that good.

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<tr>
<td>2. Expresses short personal opinion about a literary text or other creative product or performance, e.g. boy no good.</td>
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<td>3. Uses non-verbal means to communicate, e.g. indicates tears or anger.</td>
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<tr>
<td>5. Uses a range of formulas to express opinions, e.g. I like that good.</td>
<td>2.3.8</td>
</tr>
</tbody>
</table>

**GUIDED SUPPORT – Students practise target language by:**
1. 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.
2. 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…
3. 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.

**INDEPENDENT SUPPORT – Students use target language by:**
1. 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’.
2. Referring to pictures in a familiar literary text, identifying a favourite part and stating why, e.g. I like – pig run way.
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. Scribing 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.

---

**A1 READING**

**ESL STEP**

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

**Suggested language elements**

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

**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 ________.

---

**A1 WRITING**

**ESL STEP**

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

**Suggested language elements**

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

**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 ________.
ESL STEF

**RESPONDING**

- Follows short opinions about familiar literary texts.
- States brief opinions about familiar literary texts.

**Suggested language elements**

**LISTENING**
1. Provides non-verbal feedback to speaker to sustain interaction.
2. Indicates when not sure what questions about a literary text mean.
3. Indicates understanding of key elements of literary texts through identifying true/false statements.
4. Responds to questions eliciting opinions about literary texts.

**TALKING**
1. Supports an opinion by using descriptions or events from a literary text.
2. Expresses a set of likes, dislikes and feelings about a literary text, e.g. Miss, that funny book.
3. Expresses personal opinion about a literary text using details from the text, e.g. Peter not be good to dog.
4. Uses vocabulary learned from written texts when speaking.

**Related KLA themes and content**

**English**
- opinions and reasons, feelings, vocabulary related to books (cover, author, illustrator)

**C/Arts**
- expressing what is liked in performance, e.g. Dance: Rain

**ESL Scales**

- English opinions and reasons, feelings, vocabulary related to books (cover, author, illustrator)
- expressing what is liked in performance, e.g. Dance: Rain

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher supplies target language by:
1. Presenting a range of descriptive language to help express and support judgement, e.g. kind, helpful + looked after, invited.
2. 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.
3. Developing the language to describe attributes of a character from a familiar literary text, then acting in role to demonstrate how to role-play.

**GUIDED SUPPORT** – Students practise target language by:
1. In groups with adult supervision, constructing clines by sorting pictures according to gradation of meaning, e.g. good, naughty, wicked.
2. 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.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Using finger puppets/puppets/masks/props in structured play activities to represent feelings of characters from a familiar literary text.
2. 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.
INSTRUCTING

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

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary</td>
<td>Factual</td>
</tr>
</tbody>
</table>
| describing, ordering, commanding, listening, clarifying, noting, expressing conditions... | • procedures  
• procedural recount |

²Authentic 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple instructions</td>
<td>uses single words, formulaic phrases or incomplete sentences to respond to instructions</td>
<td>joins in shared reading of familiar procedure texts and completes simple related tasks</td>
</tr>
<tr>
<td>A2</td>
<td>follows sequences of steps related to classroom procedures or learning activities</td>
<td>gives short sequences of steps related to classroom procedures, games, learning tasks</td>
<td>reads simple procedures on a familiar topic</td>
</tr>
<tr>
<td>B</td>
<td>follows a series of instructions related to classroom procedures or learning activities</td>
<td>gives a series of oral instructions related to classroom procedures, games or learning activities</td>
<td>identifies and organises main steps of instructions</td>
</tr>
<tr>
<td>C</td>
<td>understands complex instructional sequences at normal speed</td>
<td>gives detailed instructions related to complex games or learning activities</td>
<td>identifies what is required from complex task instructions</td>
</tr>
</tbody>
</table>
ESL STEP

A1

**ORAL**

- Identifies related words from short, simple instructions.
- Uses single words, formulaic phrases or incomplete sentences to give instructions.

**Suggested language elements**

**LISTENING**
1. Identifies key words in familiar instructions.
2. Recognises familiar instructions.
3. Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles.
4. Follows simple instructions where the context is obvious, e.g. directions supported with gesture.
5. Seeks clarification of instructions in L1 from same language peers.

**TALKING**
1. Uses simple, familiar command verbs, e.g. go, give, turn on.
2. Pronounces common words and phrases from class texts and activities comprehensibly.
3. Constructs two- or three-word utterances conveying different relations between two terms, e.g. go office.
4. Creates original utterances by substituting familiar phrases in instructions.
5. Mimics teacher instructions without necessarily understanding meaning.
6. Gains attention of teacher or peers, e.g. pointing, using first language.

**ESL Scales**

1. Identifies key words in familiar instructions.
2. Recognises familiar instructions.
3. Follows simple instructions where the context is obvious, e.g. directions supported with gesture.
4. Seeks clarification of instructions in L1 from same language peers.

**Related KLA themes and content**

- **English** recipes related to story, e.g. *Stone Soup* (Marcia Brown)
- **Maths** following and giving directions, e.g. *Space & Geometry: Position*
- **HSIE** using maps and models, e.g. *Places We Know*
- **S&T** designing pamphlet for care of animals, e.g. *What’s Alive?*
- **C/Arts** following instructions to explore new techniques, e.g. *Visual Arts: Fireworks*
- **PDHPE** instructions in aerobic activities, e.g. *Active Lifestyle*

**English K–6 links**

**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.

**READING AND WRITING:**
ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher supplies target language by:
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.

**GUIDED SUPPORT** – Students practise target language by:
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.

**INDEPENDENT SUPPORT** – Students use target language by:
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 mimics 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.
### A1 READING

**ESL STEP**

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

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

**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.

### A1 WRITING

**ESL STEP**

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

<table>
<thead>
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<th>Suggested language elements</th>
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<tbody>
<tr>
<td>1. Uses the terms ‘writing’ and ‘drawing’ appropriately.</td>
<td>B2.6.2</td>
</tr>
<tr>
<td>2. Attributes meaning to copied symbols or words.</td>
<td>B1.6.3</td>
</tr>
<tr>
<td>3. Attempts to label pictures of a text that instructs with familiar words displayed in classroom.</td>
<td>1.9.1</td>
</tr>
<tr>
<td>4. Attempts to write or copy words, phrases or short sentences from familiar texts that instruct.</td>
<td>1.11.1</td>
</tr>
<tr>
<td>5. Draws to illustrate a simple, familiar text that instructs.</td>
<td>1.12.2</td>
</tr>
</tbody>
</table>

**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**

**LISTENING**
1. Identifies key points of information from short spoken texts that instruct, e.g. need bread for sandwich.
2. Follows a short sequence of instructions related to classroom activities.
3. Provides non-verbal feedback to sustain interaction.
4. Comprehends basic markers of sequence, location and time.

**TALKING**
1. Gives simple directions for a familiar task.
2. Makes simple comments during activity related to a text that instructs, e.g. more paste.
3. Uses commands to direct peers in classroom games and activities.
4. Repeats another speaker’s words in subsequent conversation, e.g. Where did you plant the seed. Plant seed in pot.
5. Rehearses or role-plays giving instructions or directions, e.g. plays school in free play time.

**ESL STEP**

**ESL notes**

- Procedure
- Procedural recount

**Text types**

Eng K–6 modules: pages 47–48

**Language focus**

ESL1:
- Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.

**Related KLA themes and content**

**ESL STEP**

**Stage & Band**

ES1 : A2

**Elementary**

**INSTRUCTING**

**English** recipes related to story, e.g. Stone Soup (Marcia Brown)

**Maths** following and giving directions, e.g. Space & Geometry: Position

**HSIE** using maps and models, e.g. Places We Know

**S&T** designing pamphlet for care of animals, e.g. What’s Alive?

**C/Arts** following instructions to explore new techniques, e.g. Visual Arts: Fireworks

**PDHPE** instructions in aerobic activities, e.g. Active Lifestyle

**ESL STEP**

**ORAL**

- Follows sequence of steps related to classroom procedures or learning activities.
- Gives short sequence of steps related to classroom procedures, games, learning tasks.

**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.

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher supplies target language by:**

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.

**GUIDED SUPPORT – Students practise target language by:**

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.

**INDEPENDENT SUPPORT – Students use target language by:**

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.
EXPLAINING

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Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td>expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising...</td>
<td>Literary</td>
</tr>
<tr>
<td>explanation</td>
<td></td>
</tr>
</tbody>
</table>

Overview of ESL steps

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple explanations</td>
<td>uses single words, formulaic phrases or incomplete sentences to ask and answer questions</td>
<td>joins in shared reading of familiar explanations and completes simple related activities</td>
</tr>
<tr>
<td></td>
<td>follows spoken explanations on familiar topics</td>
<td>provides simple explanations on familiar topics</td>
<td>reads and retells explanations on familiar topics</td>
</tr>
<tr>
<td></td>
<td>identifies relationships between key information and supporting detail from spoken explanations</td>
<td>elaborates on explanations of familiar topics</td>
<td>identifies and organises main ideas and supporting details in explanations</td>
</tr>
<tr>
<td></td>
<td>extracts main and supporting information from extended and complex explanations</td>
<td>presents sustained and cohesive explanations</td>
<td>identifies causal and sequential factors contained in different explanation texts</td>
</tr>
</tbody>
</table>

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

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

ORAL

- Identifies related words from short, simple explanations
- Uses single words, formulaic phrases or incomplete sentences to ask and answer questions.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:
1. While speaking or reading aloud a text that explains, pointing to appropriate parts of a related flow chart or diagram.
2. 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.

GUIDED SUPPORT – Students practise target language by:
1. 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.
2. 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.
3. 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.

INDEPENDENT SUPPORT – Students use target language by:
1. Using photos or other visual props to explain the stages of a familiar life cycle or process.
2. 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.
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.

---

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.
## ESL STEP

**A2**

- **EXPLAINING**
  - Follows spoken explanations on familiar topics.
  - Provides simple explanations on familiar topics.

### Text types

- **ORAL**

### Language focus

- **Elementary**

### ESL notes

- **ES1 : A2**
- **Stage & Band**
- **Language focus**
- **ESL notes**
  - Eng K–6 modules: page 63

### Related KLA themes and content

<table>
<thead>
<tr>
<th>Maths</th>
<th>demonstrating how a solution was derived, e.g. <em>Working Mathematically</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;T</td>
<td>explaining how something works, e.g. <em>Toy World</em></td>
</tr>
<tr>
<td>PDHPE</td>
<td>drying effect of sun, e.g. <em>Personal Health Choices</em></td>
</tr>
</tbody>
</table>

### 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

- Sequencing, hypothesising, cycles, time, distance, position.

### Sample strategies and activities

**CONTROLLED SUPPORT** – Teacher supplies target language by:

1. Introducing technical vocabulary by labelling pictures or realia, then having students point to items named.
2. Focusing on sequence markers in presenting an explanatory text, e.g. first, then, next, later, finally.
3. Using illustrations to present an explanatory text as a flowchart.

**GUIDED SUPPORT** – Students practise target language by:

1. In groups with adult supervision, floorstorming vocabulary from pictures related to a familiar process, e.g. growth of a daffodil from a bulb.
2. In pairs, sequencing pictures from a familiar explanatory flowchart and explain part of the process, e.g. what happens after the caterpillar eats and eats?
3. In groups, talking about a missing part of a familiar explanatory sequence.

**INDEPENDENT SUPPORT** – Students use target language by:

1. Sequencing illustrations from a familiar explanatory sequence as the process is explained by the teacher.
2. Re-telling part of an explanatory sequence using pictures as prompts.

### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides non-verbal feedback to speakers to sustain interaction (smiles, nods).</td>
<td>3.4.x</td>
</tr>
<tr>
<td>2. Follows teacher explanation using familiar language (revision of familiar topic).</td>
<td>3.1.5</td>
</tr>
<tr>
<td>3. Provides a relevant response to a question.</td>
<td>4.1.1</td>
</tr>
<tr>
<td>4. Picks out key points of information from short spoken texts that explain.</td>
<td>3.1.4</td>
</tr>
<tr>
<td>5. Comprehends basic markers of sequence (first, then) and adverbial phrases of location and time.</td>
<td>3.3.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes a series of changes using simple English and non-verbal language.</td>
<td>3.1.11</td>
</tr>
<tr>
<td>2. Asks simple wh- questions that relate to information required.</td>
<td>3.3.6</td>
</tr>
<tr>
<td>3. Adapts learned question formulas (asks questions without ‘do’), e.g. handle turn next?</td>
<td>3.3.7</td>
</tr>
<tr>
<td>4. Gives short sequence of steps related to a simple, familiar text that explains.</td>
<td>4.1.12</td>
</tr>
<tr>
<td>5. Uses simple sequential vocabulary, e.g. first, then.</td>
<td>4.3.10</td>
</tr>
</tbody>
</table>
# PERSUADING

<table>
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<th>33</th>
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</thead>
<tbody>
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<td>Oral</td>
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<td>Reading</td>
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<tr>
<td>Writing</td>
<td>35</td>
</tr>
<tr>
<td>Band A2:</td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>36</td>
</tr>
</tbody>
</table>
**Language focus across the curriculum*  

<table>
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<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
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<tr>
<td>1. previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising…</td>
<td>Literary</td>
</tr>
<tr>
<td>2. • exposition</td>
<td>• discussion</td>
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² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

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### Overview of ESL steps

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<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple points of view</td>
<td>uses single words, formulaic phrases or incomplete sentences to express points of view</td>
<td>joins in reading of familiar persuasive texts and completes simple related activities</td>
</tr>
<tr>
<td>A2</td>
<td>follows gist of point of view being expressed on a familiar topic</td>
<td>gives simple reasons for opinions and shares ideas about familiar topics</td>
<td>reads simple persuasive texts that present a point of view on familiar topics</td>
</tr>
<tr>
<td>B</td>
<td>follows a line of argument in persuasive texts</td>
<td>presents coherent arguments on familiar topics</td>
<td>identifies and assesses arguments in persuasive texts</td>
</tr>
<tr>
<td>C</td>
<td>evaluates the validity of spoken arguments</td>
<td>discusses issues using sustained reasoning</td>
<td>recognises and evaluates underlying perspectives in persuasive texts</td>
</tr>
</tbody>
</table>
## ESL STEP

**PERSUADING**

- Identifies related words from short, simple points of view.
- Uses single words, formulaic phrases or incomplete sentences to express points of view.

### Related KLA themes and content

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theme</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>opinions and reasons about choices, e.g.</td>
<td>Animals Should Definitely Not Wear Clothing (Judi Barret)</td>
</tr>
<tr>
<td>Maths</td>
<td>using data to support statement, e.g.</td>
<td>Data</td>
</tr>
<tr>
<td>HSIE</td>
<td>justifying classification of needs and wants, e.g.</td>
<td>Meeting Needs</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>decisions re: Festival of the Senses, e.g.</td>
<td>Sense of Direction</td>
</tr>
<tr>
<td>C/Arts</td>
<td>justifying choices, e.g. Drama: Working with Animals</td>
<td></td>
</tr>
<tr>
<td>PDHPE</td>
<td>responsible behaviour on public transport, e.g. Safe Living</td>
<td></td>
</tr>
</tbody>
</table>

### English K–6 links

- **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.

- **Reading and Writing:**
  - ESL students completing this Step are **ACQUIRING** the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes.

### Sample strategies and activities

**Controlled Support** – Teacher supplies target language by:
1. Thinking aloud to demonstrate choosing a free play activity, e.g. I don’t want to cut and paste. It's too messy. I'll make a cat.
2. 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.
3. Presenting jazz chants with a persuasive theme.

**Guided Support** – Students practise target language by:
1. In groups with adult supervision, sorting litter collected from the playground into rubbish, paper, cans, etc., justifying placement, e.g. paper here – recycle.
2. 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.
3. 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.

**Independent Support** – Students use target language by:
1. Contributing to arguments supporting a point of view in class discussions on current topics, e.g. People should walk inside.
2. Choosing a take home book, stating why it was chosen, e.g. Like cars.

### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits listening behaviour (pay attention, concentrate, look at speaker)</td>
<td>1.4.1</td>
</tr>
<tr>
<td>Signals comprehension through nonverbal feedback to sustain interaction</td>
<td>2.4.5</td>
</tr>
<tr>
<td>Follows reasons for everyday routines, e.g. wearing hats in the playground</td>
<td>2.1.1</td>
</tr>
<tr>
<td>Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture</td>
<td>2.4.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounces common words and phrases from class texts and activities comprehensibly</td>
<td>2.3.10</td>
</tr>
<tr>
<td>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>Mimics what teacher is saying without necessarily understanding the meaning</td>
<td>1.4.6</td>
</tr>
<tr>
<td>Uses non-verbal means to persuade, e.g. gesture, act out</td>
<td>1.4.8</td>
</tr>
</tbody>
</table>
**ESL STEP**

**READING**

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

**Suggested language elements**

1. Identifies the social purpose of a simple persuasive text.  
2. Uses illustrations to support reading.  
3. Reads back own sentences scribed by another.  
4. Gives simple opinion about an issue from a familiar text that persuades.  
5. Listens for key words in a shared reading passage, e.g. topic area vocabulary.

**WRITING**

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

**Suggested language elements**

1. Contributes words, ideas or sentences to class or group persuasive text.  
2. Copies persuasive words and phrases related to a familiar topic, e.g. I think, that's a good idea.

---

**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.

---

**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.
ESL STEP

PERSUADING

- Follows gist of points of view being expressed on a familiar topic.
- Gives simple reasons for opinions and shares ideas about familiar topics.

Related KLA themes and content

English
opinions and reasons about choices, e.g. Animals Should Definitely Not Wear Clothing (Judi Barret)

Maths
using data to support statement, e.g. Data

HSIE
justifying classification of needs and wants, e.g. Meeting Needs

S&T
decisions re: Festival of the Senses, e.g. Sense of Direction

C/Arts
justifying choices, e.g. Drama: Working with Animals

PDHPE
responsible behaviour on public transport, e.g. Safe Living

Suggested language elements

LISTENING
1. Begins to take turns in a discussion.
2. Follows a line of argument.
3. Interacts appropriately in discussions, e.g. listens to ideas and nods or shakes head.
4. Understands that intonation, volume or stress is used with different effects in different situations, e.g. we MUST...

TALKING
1. Questions speaker regarding reasons for opinion, e.g. Why you like that?
2. Gives simple reasons for opinions and shares ideas about familiar topics.
3. Clarifies and emphasises point of view by rephrasing or repeating information, e.g. That bad. That not good.
4. Gives some relevant detail when elaborating or exemplifying, e.g. She good. Got hat.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:
1. Thinking aloud to demonstrate making a real life choice, giving reasons for choices, e.g. food, games, friends; I like playing soccer with Abi because he gives everyone a turn.
2. Presenting songs about likes/dislikes, e.g. I Like the Flowers, My Favourite Things.
3. Presenting series of statements or questions supported by realia or pictures, e.g. I like Vegemite®; having students hold up appropriate Yes or No card, recording responses, then summarising students’ likes and dislikes.

GUIDED SUPPORT – Students practise target language by:
1. In pairs, stating and justifying an opinion of some aspect of a picture or a part of a video, e.g. That boy good. Wear hat at beach.
2. In groups, matching baby photos to current photos of students in class and stating why, e.g. Curly hair like Arash got. You think?
3. In groups, deciding which style of hat provides most shade, after comparing shaded and exposed areas for each.

INDEPENDENT SUPPORT – Students use target language by:
1. Presenting a special ‘Show and Tell’ item, giving reason for choice.
2. Taking a turn at suggesting a song, story etc., stating reason for choice.

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
Comparison, sequencing, classification, hypothesising, perspective.
NEGOTIATING

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Band A1:
Oral (listening) 40
Oral (talking) 41

Band A2:
Oral (listening) 42
Oral (talking) 43
NEGOTIATING

Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
<tr>
<td>learning</td>
<td></td>
</tr>
<tr>
<td>recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring</td>
<td></td>
</tr>
<tr>
<td>interacting</td>
<td></td>
</tr>
<tr>
<td>greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming</td>
<td></td>
</tr>
</tbody>
</table>

Overview of ESL steps

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
</tr>
<tr>
<td>A1</td>
<td>attempts to infer meanings conveyed verbally and non-verbally</td>
<td>negotiates simple exchanges verbally and non-verbally</td>
</tr>
<tr>
<td>A2</td>
<td>understands the gist of familiar social and learning exchanges</td>
<td>participates in familiar social and learning exchanges</td>
</tr>
<tr>
<td>B</td>
<td>follows the drift of unpredictable social and learning transactions</td>
<td>manages participation in social and learning transactions</td>
</tr>
<tr>
<td>C</td>
<td>infers speakers’ intentions to negotiate complex interactions</td>
<td>uses a repertoire of communication strategies to negotiate complex interactions</td>
</tr>
</tbody>
</table>

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

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

**NEGOTIATING**

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

**Related KLA themes and content**

- 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.

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher provides target language by:

1. Using consistent language for daily routines.
2. Providing simple instructions and directions (supported by gestures) to the class group, e.g. line up in pairs; hang up your bag; get out your lunches.
3. Consistently modelling greetings and farewells, e.g. Good morning KL.
4. Demonstrating class discourse conventions, e.g. hands up to speak; telling news; asking a question.

**GUIDED SUPPORT** – Students practise target language by:

1. In groups, participating in follow the leader games to copy the actions of others, e.g. Simon Says.
2. Listening to teacher or helper models of appropriate grammatical and intonation patterns.
3. Responding to tone of voice used in school situations.
4. In groups, responding with an action to a command in an active game, e.g. ships and lifeboats; hit the deck.

**INDEPENDENT SUPPORT** – Students use target language by:

1. Participating in daily routines.
2. Responding with appropriate movements to action songs, jazz chants or poems.
3. Responding non-verbally to questions and directions phrased to permit this, e.g. who likes the song? Stand up if you have a red shirt. Who can point to the writing?
### Suggested language elements

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

### 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

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses clarification strategies to check understanding.</td>
<td>3.4.x</td>
</tr>
<tr>
<td>2. Provides non-verbal feedback to speaker to sustain interaction.</td>
<td>3.4.x</td>
</tr>
<tr>
<td>3. Asks speaker to repeat and/or speak slowly, or asks what a word means,</td>
<td>3.4.1</td>
</tr>
<tr>
<td>e.g. what you mean? What mean festival?</td>
<td></td>
</tr>
<tr>
<td>4. Asks for the translation of specific words from other first language</td>
<td>3.4.4</td>
</tr>
<tr>
<td>speakers (to check context, match concepts).</td>
<td></td>
</tr>
<tr>
<td>5. Understands teacher question on familiar topics or themes by</td>
<td>4.1.1</td>
</tr>
<tr>
<td>responding with phrases or sentences.</td>
<td></td>
</tr>
<tr>
<td>6. Understands the difference between suggestions and directives.</td>
<td>4.1.2</td>
</tr>
</tbody>
</table>

## ESL STEP

- **NEGOTIATING**
  - Understands the gist of familiar social and learning exchanges.
  - Participates in familiar social and learning exchanges.

- **ORAL** (listening)
  - Acquiring the prerequisite English language proficiency needed for achievement of Early Stage 1 outcomes in talking and listening
  - 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.

## Related KLA themes and content

- 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.

## Sample strategies and activities

### CONTROLLED SUPPORT – Teacher provides target language by:

1. Using short sequences of instructions for class related activities, e.g. book borrowing, using computer activities.
2. Using photos from a shared activity to support understanding, recounting events, e.g. class excursion.
3. Modelling verb endings (to show tense) using cue phrases with picture and word cards, e.g. yesterday, we walked... painted...
4. Providing a variety of experiences of listening to different spoken texts, e.g. poems, procedures, narratives, reports.

### GUIDED SUPPORT – Students practise target language by:

1. In groups, using pictures to order information for a short spoken text.
2. 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.
3. In groups, participating in active team games.
4. Listening to teacher or helper read books which demonstrate how stress, intonation and volume are used in different situations.

### INDEPENDENT SUPPORT – Students use target language by:

1. Ordering pictures in response to a short spoken text (literary, social, factual).
2. Responding non-verbally on individual cards to true/false statements related to a class topic.
3. Observing, miming or role-playing turn taking, affirming, suggesting etc., in social learning situations such as pair/group work.

## 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.
ESL STEP

- Understands the gist of familiar social and learning exchanges.
- Participates in familiar social and learning exchanges.

Suggested language elements

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Repeats other speaker’s words in subsequent conversation, e.g.</td>
<td>3.4.6</td>
</tr>
<tr>
<td>Where did you plant the seeds? Plant seeds in pot.</td>
<td></td>
</tr>
<tr>
<td>2. Uses a few practised question formats during more formal situations,</td>
<td>3.4.7</td>
</tr>
<tr>
<td>e.g. class sharing sessions.</td>
<td></td>
</tr>
<tr>
<td>3. Negotiates simple transactions, e.g. canteen, classroom activities.</td>
<td>3.3.8</td>
</tr>
<tr>
<td>4. Repeats a sentence modelling rhythm, intonation and pronunciation</td>
<td>3.4.8</td>
</tr>
<tr>
<td>on another speaker.</td>
<td></td>
</tr>
<tr>
<td>5. Initiates and participates in casual exchanges with English speaking</td>
<td>4.1.4</td>
</tr>
<tr>
<td>peers.</td>
<td></td>
</tr>
<tr>
<td>6. Re-formulates language to convey meaning more clearly, e.g. and my</td>
<td>4.4.4</td>
</tr>
<tr>
<td>mum say don’t – and my mum was angry to me.</td>
<td></td>
</tr>
</tbody>
</table>

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

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…

GUIDED SUPPORT – Students practise target language by:

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…

INDEPENDENT SUPPORT – Students use target language by:

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…
APPENDICES

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III Overview of ESL steps by bands  49–50
IV  ESL Scales level statements:
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   • 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)

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
<td>naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting …</td>
<td>literary description</td>
</tr>
<tr>
<td>Recounting</td>
<td>recounting, retelling, narrating, describing …</td>
<td>• literary recount</td>
</tr>
<tr>
<td>Responding</td>
<td>recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining …</td>
<td>• personal response</td>
</tr>
<tr>
<td>Instructing</td>
<td>describing, ordering, commanding, listening, clarifying, noting, expressing conditions …</td>
<td>• procedures</td>
</tr>
<tr>
<td>Explaining</td>
<td>expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising …</td>
<td>• explanation</td>
</tr>
<tr>
<td>Persuading</td>
<td>previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising …</td>
<td>• exposition</td>
</tr>
<tr>
<td>Negotiating</td>
<td>learning recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring …</td>
<td>• discussion</td>
</tr>
</tbody>
</table>

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.*

---

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.
# Early Stage 1

## Overview of ESL steps by language mode

### ORAL (talking)

#### Band A1
- **Describing**: uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events
- **Recounting**: uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information
- **Responding**: uses single words, formulaic phrases or incomplete sentences to respond to literary texts
- **Instructing**: uses single words, formulaic phrases or incomplete sentences to respond to instructions
- **Explaining**: uses single words, formulaic phrases or incomplete sentences to ask and answer questions
- **Persuading**: uses single words, formulaic phrases or incomplete sentences to express points of view
- **Negotiating**: negotiates simple exchanges verbally and non-verbally

#### Band A2
- **Describing**: identifies and describes people, places and things through a growing vocabulary
- **Recounting**: retells familiar narratives and recounts personal experiences
- **Responding**: states brief opinions about familiar literary texts
- **Instructing**: gives short sequences of steps related to classroom procedures, games, learning tasks
- **Explaining**: provides simple explanations on familiar topics
- **Persuading**: gives simple reasons for opinions and shares ideas about familiar topics
- **Negotiating**: participates in familiar social and learning exchanges

### ORAL (listening)

#### Band A1
- **Describing**: identifies key points of information from descriptive spoken texts
- **Recounting**: identifies main events and characters in familiar recounts and narratives
- **Responding**: follows short opinions about familiar literary texts
- **Instructing**: follows sequences of steps related to classroom procedures or learning activities
- **Explaining**: follows spoken explanations on familiar topics
- **Persuading**: follows gist of point of view being expressed on a familiar topic
- **Negotiating**: attempts to infer meanings conveyed verbally and non-verbally

#### Band A2
- **Describing**: identifies related words from short, simple descriptions and reports
- **Recounting**: identifies related words from short, simple recounts and narratives
- **Responding**: identifies related words from simple responses to literary texts
- **Instructing**: identifies related words from short, simple instructions
- **Explaining**: identifies related words from short, simple explanations
- **Persuading**: identifies related words from short, simple points of view
- **Negotiating**: understands the gist of 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**

<table>
<thead>
<tr>
<th>BAND A1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>joins in shared reading of familiar recounts and narratives and completes simple related activities</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>joins in shared reading responses to literary texts and completes simple related activities</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>joins in shared reading of familiar procedure texts and completes simple related tasks</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>joins in shared reading of familiar explanations and completes simple related activities</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>joins in reading of familiar persuasive texts and completes simple related activities</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td></td>
</tr>
</tbody>
</table>

**WRITING**

<table>
<thead>
<tr>
<th>BAND A1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>writes and illustrates recounting and narratives based on modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>writes and illustrates procedures based on modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>writes and illustrates simple explanations based on modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>writes and illustrates point of view based on modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix III

**Overview of ESL steps by bands**

**BAND A1**

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>identifies related words from short, simple descriptions and reports</td>
<td>uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events</td>
<td>joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>identifies related words from simple recounts and narratives</td>
<td>uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information</td>
<td>joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>identifies related words from simple responses to literary texts</td>
<td>uses single words, formulaic phrases or incomplete sentences to respond to literary texts</td>
<td>joins in with shared reading of responses to literary texts and completes simple related activities</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>identifies related words from short, simple instructions</td>
<td>uses single words, formulaic phrases or incomplete sentences to give instructions</td>
<td>joins in shared reading of familiar procedure texts and completes simple related tasks</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>identifies related words from short, simple explanations</td>
<td>uses single words, formulaic phrases or incomplete sentences to ask and answer questions</td>
<td>joins in shared reading of familiar explanations and completes related activities</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>identifies related words from short, simple points of view</td>
<td>uses single words, formulaic phrases or incomplete sentences to express points of view</td>
<td>joins in reading of familiar persuasive texts and completes simple related activities</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>attempts to infer meanings conveyed verbally and non-verbally</td>
<td>negotiates simple exchanges verbally and non-verbally</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix III

**Overview of ESL steps by bands**

**BAND A2**

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>Describing</td>
<td>identifies key points of information from descriptive spoken texts</td>
<td>identifies and describes people, places and things through a growing vocabulary</td>
<td></td>
</tr>
<tr>
<td>Recounting</td>
<td>identifies main events and characters in familiar recounts and narratives</td>
<td>retells familiar narratives and recounts personal experiences</td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td>follows short opinions about familiar literary texts</td>
<td>states brief opinions about familiar literary texts</td>
<td></td>
</tr>
<tr>
<td>Instructing</td>
<td>follows sequences of steps related to classroom procedures or learning activities</td>
<td>give short sequences of steps related to classroom procedures, games, learning tasks</td>
<td></td>
</tr>
<tr>
<td>Explaining</td>
<td>follows spoken explanations on familiar topics</td>
<td>provides simple explanations on familiar topics</td>
<td></td>
</tr>
<tr>
<td>Persuading</td>
<td>follows gist of point of view being expressed on a familiar topic</td>
<td>gives simple reasons for opinions and shares ideas about familiar topics</td>
<td></td>
</tr>
<tr>
<td>Negotiating</td>
<td>understands the gist of familiar social and learning exchanges</td>
<td>participates in familiar social and learning exchanges</td>
<td></td>
</tr>
</tbody>
</table>
**CORRECTION**

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

Students at level seven communicate in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. They identify and incorporate some non-verbal 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.

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.

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

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

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

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

Students at level one communicate verbally and non-verbally in simple social and classroom situations, taking cues from the context and using gesture, isolated words or well-known formulae. They draw on their knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and 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

<table>
<thead>
<tr>
<th>Band</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>1</td>
<td>Students at beginning 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.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>2</td>
<td>Students at beginning level two gain and share meaning from symbols, writing and from simple texts read aloud, showing understanding that print transmits consistent meanings through symbols and conventions and model their own ‘reading’ on the shared reading of others.</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>3</td>
<td>Students at beginning 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.</td>
</tr>
<tr>
<td><strong>A1</strong></td>
<td>4</td>
<td>Students at beginning 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.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>7</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Appendix IV

**‘ESL Scales’ level statements**

#### WRITING

<table>
<thead>
<tr>
<th>Band</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BAND A2</strong></td>
<td>7</td>
<td>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.</td>
</tr>
<tr>
<td><strong>BAND A1</strong></td>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td><strong>BAND B</strong></td>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td><strong>BAND C</strong></td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td><strong>BAND A2</strong></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td><strong>BAND A1</strong></td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td><strong>BAND B</strong></td>
<td>1</td>
<td>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.</td>
</tr>
</tbody>
</table>

---

**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.

**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.

**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.