ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

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

TEACHING GUIDE

Stage 1
ESL Bands: A1 + A2
ACKNOWLEDGEMENT

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

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# INTRODUCTION

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# 1. DESCRIBING

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# 3. RESPONDING

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# 4. INSTRUCTING

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# 5. EXPLAINING

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# 6. PERSUADING

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# 7. NEGOTIATING

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# APPENDICES

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<td>A2: Oral (talking)</td>
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</table>
The ESL Steps: ESL Curriculum Framework K–6 is a planning and programming tool for teachers of students learning English as a second language (ESL) in New South Wales government schools. It demonstrates how ESL students with varying levels of English language proficiency can be supported to achieve KLA outcomes at their appropriate stage of learning. The framework is designed for use across all stages and within any KLA. It is organised in a series of ‘steps’ which show the progressive development of English language skills, linked to both the ESL Scales and K–6 syllabus stages.

**STRUCTURE**

**Teaching guides**

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

**Language focus area**

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

**ESL bands**

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

**Language modes**

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

**ESL step**

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

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

Each ESL step is supported by:

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

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

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

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

1a STAGE
Indicates the stage of schooling and the ESL Steps: ESL Curriculum Framework K–6 band in which ESL teaching and learning takes place.

1b BAND
Indicates the English language proficiency range.

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

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

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

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

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

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

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

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

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

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

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

13 FRAMEWORK SCAFFOLDING
Outlines the varying degrees of ESL support that need to be provided to enable ESL students to move towards increasingly independent use of the targeted English language skills and language elements.
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 4 outlines how the ESL Steps: ESL Curriculum Framework K–6 teaching guides can be used to assist with programming.

**Goal**

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

**1. Needs analysis**

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

**2. Language demands**

When planning a KLA unit or topic, teachers anticipate the oral and written texts with which students may be required to engage. These may be informed by the text types identified in the English K–6 Syllabus. Using the Language focus areas as a guide, teachers can determine the related language focus area. 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 framework of Controlled support, Guided support and Independent support to provide graduated support for learning the target language.

**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
- Reading 7
- Writing 7
Stage 1  •  ESL Bands: A1 + A2
### 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>naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...</td>
<td>Literary</td>
</tr>
<tr>
<td></td>
<td>literary description</td>
</tr>
<tr>
<td></td>
<td></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.

### 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 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>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 retells 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>
</tr>
</tbody>
</table>

**Stage 1**  •  ESL Bands: A1 • A2

**INTRODUCTION**  **DESCRIBING**  **RECOUNTING**  **RESPONDING**  **INSTRUCTING**  **EXPLAINING**  **PERSUADING**  **NEGOTIATING**  **APPENDICES**
### ESL STEP

#### ORAL

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

### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds to speaker by making comments related to own experiences. e.g. Teacher: This is a photo of our school. Student: Me School.</td>
<td>1.3.2</td>
</tr>
<tr>
<td>2. Elaborates information with prompting and questions.</td>
<td>2.4.3</td>
</tr>
<tr>
<td>3. Recognises familiar objects and pictures.</td>
<td>2.1.6</td>
</tr>
<tr>
<td>4. Interrupts with personal comment.</td>
<td>2.1.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pronounces common words and phrases from class text and activities comprehensibly.</td>
<td>1.3.7</td>
</tr>
<tr>
<td>2. Distinguishes spoken English from other language.</td>
<td>2.2.1</td>
</tr>
<tr>
<td>3. Offers observations, e.g. dog black.</td>
<td>2.3.5</td>
</tr>
<tr>
<td>4. Comments of familiar objects and pictures.</td>
<td>2.3.6</td>
</tr>
<tr>
<td>5. Responds to questions with some details.</td>
<td>2.1.9</td>
</tr>
<tr>
<td>6. Combines known formulas, learned structures and other vocabulary to construct new utterances related to description/report text.</td>
<td>2.3.9</td>
</tr>
<tr>
<td>7. Uses familiar repetitive patterns from spoken descriptive texts, e.g. and a little bowl for Baby Bear.</td>
<td>2.4.8</td>
</tr>
</tbody>
</table>

### Related KLA themes and content

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>HSIE</th>
<th>S&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td>settings, e.g. <em>Felix &amp; Alexander</em> (Terry Denton)</td>
<td>shape, number, size, classifying</td>
<td>objects, people, clothing, food, e.g. <em>Celebrations: Families Past &amp; Present</em></td>
<td>food container materials, e.g. <em>Hot or Cold</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C/Arts</th>
<th>PDHPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotions conveyed through body language and gesture, e.g. <em>Drama: If the Cap Fits</em></td>
<td>special treasure, e.g. <em>Interpersonal Relationships</em></td>
</tr>
</tbody>
</table>

### Sample strategies and activities

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

1. Highlighting descriptive terms from class texts, e.g. The Three Billy Goats Gruff (size: middle sized, large); The Hungry Caterpillar (food, colour, feelings, size).
2. Demonstrating how to role-play characters from class text, focusing on miming relevant descriptive words, e.g. sad, happy, laughing, crying.
3. Introducing action games, e.g. ‘Simon Says’ – Hungry giant, sad giant, angry giant or ‘I spy’ using a descriptive category, such as colour – I spy something that is red.

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

1. In pairs, describing the weather from a weather chart with prompting as needed.
2. In groups, playing ‘what’s in the feely box’ using descriptive words and questions from charts displayed in room.
3. In pairs, describing Lego® model so that partner can build one to match (shape, colour).
4. In groups, sorting multi attribute blocks and talking about criteria used, e.g. colour, size.

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

1. Describing what they catch in a fishing game using a rod and magnet, e.g. red fish.
2. Participating in a scavenger hunt in the playground to find various objects, e.g. a brown leaf, a short twig.
3. Identifying a character from a familiar text after listening to descriptive clues.

### English K–6 links

ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.

### Aspects of numeracy

Position, time, size, measurement, volume, mass, temperature, classification, comparison.
**ESL STEP**

**READING**

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

**Suggested language elements**

1. Shows awareness of sound/symbol relationships and left to right progression of print in literary or factual descriptions or report. 1.6.4
2. Recognises simple subject-verb-object sentence pattern in simple literary or factual descriptions or report. 1.7.3
3. Focuses on decoding print, e.g. apply sound/symbol knowledge to text in English. 1.8.8
4. Recognises names of familiar objects and picture. 1.5.4
5. Identifies different purposes for reading. 1.6.1
6. Identifies where sentences begin and end. 1.7.3
7. Focuses on reading repetitive words or phrases in familiar text. 1.8.1

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher supplies target language by:
1. Demonstrating completion of a matrix to record information from text, e.g. animals: covering, legs, homes.
2. Creating a word map of adjectives and phrases around characters from a book, e.g. *Greedy Grey Octopus* (Christel Buckley)

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, completing a supported cloze – (beginning letter left in and words at top of page etc.) on nouns and adjectives or verbs and adverbs.
2. In groups, matching nouns with appropriate adjectives (on strips written by teacher) to create descriptive noun groups.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Completing cloze supported by word bank of key nouns and adjectives and based on descriptions of objects and characters from familiar class text.
2. Matching descriptive words and phrases from a word bank to a given character or setting from a familiar class text.

**WRITING**

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

**Suggested language elements**

1. Completes simple repetitive modelled sentences. 1.9.4
2. Writes or copies well-known words, phrases or short texts. 1.11.1
3. Draws to illustrate literary and factual information. 1.12.2
4. Uses words from first languages to supplement writing. 1.10.4

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher supplies target language by:
1. Using a picture stimulus or realia to demonstrate writing a descriptive sentence.
2. Introducing concept keyboard as a tool for writing a simple description.
3. Introducing word clines, e.g. unhappy, sad, miserable.

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, labelling illustrations copying descriptive words on display.
2. In groups, developing dictionaries of descriptive words around class themes.
3. In pairs, creating new sentences using a sentence stem, nouns and descriptive words and phrases written on cards.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Writing and illustrating a simple description and or report, e.g. cats have whiskers.
2. Describing and illustrating a character from a familiar literary text, e.g. the witch bad.
Stage 1 • ESL Bands: A1 + A2

**ESL STEP**

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

**Suggested language elements**

| Listening | 1. Relates descriptions to own experience, e.g. I sunburn too. You use special cream to stop sunburn. | 3.1.3 |
| 2. Provides non-verbal feedback to speaker to sustain interaction. | 3.4.x |
| 3. Responds with comments or questions, e.g. what name that thing? | 3.4.3 |
| 4. Responds appropriately to question related to simple attributes. Information may be limited, e.g. yes. Big. It Long. | 4.1.1 |

| Talking | 1. Provides predictable information, e.g. size, colour, shape, location, time, place. | 3.1.13 |
| 2. Demonstrates variable placement of adjectives, e.g. blue car, car blue. | 3.3.4 |
| 3. Elicits descriptive detail, e.g. how big it? What colour it? | 3.3.6 |
| 4. Uses comparative structures, e.g. larger than. | 4.3.1 |
| 5. Begins to provide more information when prompted. | 4.2.4 |
| 6. Uses vocabulary that demonstrates shades of meaning, e.g. very old. | 4.3.8 |

**Related KLA themes and content**

| English | settings, e.g. Felix & Alexander (Terry Denton) |
| Maths | shape, number, size, classifying |
| HSIE | objects, people, clothing, food, e.g. Celebrations: Families Past & Present |
| S&T | food container materials, e.g. Hot or Cold |
| C/Arts | emotions conveyed through body language and gesture, e.g. Drama: If the Cap Fits |
| PDHPE | special treasure, e.g. Interpersonal Relationships |

**English K–6 links**

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

**Aspects of numeracy**

Position, time, size, measurement, volume, mass, temperature, classification, comparison.

**Sample strategies and activities**

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

1. Introducing descriptive words and questioning techniques needed to play guessing game, e.g. I spy, or I can see.
2. Demonstrating oral cloze focusing on descriptive words and phrases and introducing terminology – ‘adjective’, based on familiar class texts, e.g. The Monster’s Party (Joy Cowley).
3. Providing a tasting activity using familiar and unfamiliar foods to introduce words to describe colour, taste and texture.

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

1. In groups, using rehearsed language structures to identify an object or a character from a story choosing from an array of illustrations, e.g. Are you big? Do you have lots of arms?
2. In pairs, classifying objects or pictures and justifying categories, e.g. sharp/round; four legs/two legs.
3. In groups, building noun groups relating to a picture by adding adjectives and phrases to core nouns, e.g. the long grey arms of the octopus.

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

1. Playing a guessing game, e.g. ‘who/what am I?’ by choosing a card and giving three describing statements to help class to guess. Other students can ask for more information.
2. Describing an object in a feely bag/box for others to guess.
## A2 READING

**ESL STEP**

Reads and retells ideas and events from literary and factual descriptions and reports on familiar topics.

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognises the structure of factual descriptions and information reports as factual texts.</td>
<td>3.6.1</td>
</tr>
<tr>
<td>2. Sequences sentences from a text on a familiar topic.</td>
<td>3.7.2</td>
</tr>
<tr>
<td>3. Makes and substantiates predictions about the likely information when reading or listening to a text read aloud.</td>
<td>3.5.5</td>
</tr>
<tr>
<td>4. Follows text through a range of conventions of organisation and layout.</td>
<td>3.6.4</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

**CONTROLLED SUPPORT - Teacher supplies target language by:**
1. Reading simple description, highlighting structure and explaining unfamiliar concepts.
2. Introducing relevant descriptive structures and vocabulary in factual and literary texts, e.g. it has large, sharp claws... The wicked witch screeched...
3. Highlighting and explaining descriptive words or phrases, including verbs and adverbials.

**GUIDED SUPPORT – Students practise target language by:**
1. In pairs, labelling attributes of objects using word cards, e.g. fish – gills, scales, tail fin; Red Riding Hood – basket, hood, cape.
2. In groups, building noun groups based on class text which include two or more adjectives and an adjectival phrase or clause.
3. In pairs, identifying types of things by locating classifying adjectives in a description.

**INDEPENDENT SUPPORT – Students use target language by:**
1. Matching answers to questions at literal and inferential levels.
2. Identifying descriptive words and phrases (adjectives, adjectival phrases, verbs, adverbs, adverbial phrases) in a familiar text.

## A2 WRITING

**ESL STEP**

 Writes simple literary and factual descriptions and reports on a familiar topic using language learned in class.

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses organisational frameworks in writing a description or report.</td>
<td>3.11.1</td>
</tr>
<tr>
<td>2. Attempts to provide more detail in writing through illustrations, listing of items.</td>
<td>2.12.3</td>
</tr>
<tr>
<td>3. Initiates own writing for simple descriptions.</td>
<td>2.9.2</td>
</tr>
<tr>
<td>4. Uses pronoun reference with some noun/pronoun agreement appropriate for describing people, things and places.</td>
<td>3.11.10</td>
</tr>
<tr>
<td>5. Uses known sentence patterns to create new describing sentences.</td>
<td>3.12.1</td>
</tr>
<tr>
<td>6. Plans the format of a description or report.</td>
<td>3.12.4</td>
</tr>
<tr>
<td>7. Uses some conventions for separating ideas or sections in a description or report, e.g. starting a new idea on a new line.</td>
<td>3.10.5</td>
</tr>
<tr>
<td>8. Writes suitable captions for pictures or photographs.</td>
<td>3.9.5</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

**CONTROLLED SUPPORT - Teacher supplies target language by:**
1. Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; after, when, while, to make compound and complex sentences.
2. Developing word banks of descriptive verbs and adverbials relating to a familiar class descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe.

**GUIDED SUPPORT – Students practise target language by:**
1. In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away – hurried away, wandered down the road, rushed through the gate.
2. In groups, choosing classifying adjectives to identify types of things by labelling pictures, e.g. a picnic basket, an Australian animal.

**INDEPENDENT SUPPORT – Students use target language by:**
1. Constructing a simple information report on an animal studied, using a text structure guide and including information about different parts of animals, e.g. teeth, legs/fins/wings, eyes.
2. Writing suitable descriptive captions for photographs or pictures related to a familiar topic.
Stage 1 • ESL Bands: A1 + A2
RECOUNTING

Language focus across the curriculum 11
Overview of ESL steps 11
Band A1: Oral 12
Reading 13
Writing 13
Band A2: Oral 14
Reading 15
Writing 15
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>recounting, retelling, narrating, describing …</td>
<td>• literary recount</td>
</tr>
<tr>
<td></td>
<td>• narrative</td>
</tr>
<tr>
<td></td>
<td>• observation</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.

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>B</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>retells and summarises literary and factual recounts and narratives referring to main ideas and supporting details</td>
</tr>
<tr>
<td>C</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>
Stage & Band  
1 : A1

Beginning

Text types  
• Literacy recount  
• Factual recount

ESL notes
Eng K–6 modules: 
107  
116

Stage & Band  
1 : ESL Bands: A1 + A2

12

ORAL

RECOUNTING

ESL STEP

• 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  

LISTENING
1. Recognises gesture and facial expression to reinforce the spoken message.  
2. Identifies events or characters from pictures in a known context.  
3. Begins to join in songs, rhymes, chants.
4. Recognises some content words related to a recount or narrative.
5. Exhibits listening behaviour, e.g. looks at speaker.  
6. Shows enjoyment in spoken activities related to a recount or narrative.

TALKING
1. Uses key words related to recounts and narratives.  
2. Mimics others’ language without necessarily understanding meaning.
3. Pronounces common words and phrases from class texts and activities comprehensibly.
4. Adds information with prompting or questioning.
5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to a recount or narrative text.
6. Interjects by making comments related to own experiences.

ESL notes

English  sequencing, re-telling, innovating on familiar narratives, e.g. Mr Gumpy’s Outing (John Burningham)
Maths days, months, season, e.g. Measurement: Time
HSIE cultural, spiritual or religious practices, biographical information, e.g. The Way We Were

Related KLA themes and content

S&T excursion involving modes of transport, e.g. Getting About
C/Arts events from playground experiences, e.g. Drama: Playgrounds
PDHPE beach excursion, including safety aspects, e.g. Safe Living

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:
1. Introducing characters from simple familiar texts by using pictures, puppets, masks or simple props and presenting name and simple description of each character.
2. Recounting actions of main characters from simple familiar texts to help students to ‘guess who’, e.g. Little Red Hen; The Gingerbread Man.
3. Pointing to the appropriate pictures and miming actions related to parts of the text as it is read aloud.
4. Leading repetitive jazz chants related to class text.

GUIDED SUPPORT – Students practise target language by:
1. In groups, using dialogue from the text to role-play parts of the story (readers’ theatre), e.g. ‘oh no’, said the cow (Hattie and the Fox, Mem Fox).
2. In groups, completing an oral cloze on a familiar text, e.g. Three Little Pigs: the first little pig met a man with a load of ______.
3. In groups, re-telling the part of a familiar text mimed by other students.

INDEPENDENT SUPPORT – Students use target language by:
1. Continuing re-telling story after teacher stops at random point.
2. Innovating on the story, changing character names, location, e.g. Mrs Wishy-Washy (Teacher’s name) washes ______ (other farm animals).

Aspects of numeracy
Time, sequencing, location, position, distance, temperature, money.

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

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ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.

ASPECTS OF NUMERACY
Time, sequencing, location, position, distance, temperature, money.

C/Arts events from playground experiences, e.g. Drama: Playgrounds
S&T excursion involving modes of transport, e.g. Getting About
PDHPE beach excursion, including safety aspects, e.g. Safe Living

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

ESL notes
Eng K–6 modules: 
107  
116

Suggested language elements  

LISTENING
1. Recognises gesture and facial expression to reinforce the spoken message.  
2. Identifies events or characters from pictures in a known context.  
3. Begins to join in songs, rhymes, chants.
4. Recognises some content words related to a recount or narrative.
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GUIDED SUPPORT – Students practise target language by:
1. In groups, using dialogue from the text to role-play parts of the story (readers’ theatre), e.g. ‘oh no’, said the cow (Hattie and the Fox, Mem Fox).
2. In groups, completing an oral cloze on a familiar text, e.g. Three Little Pigs: the first little pig met a man with a load of ______.
3. In groups, re-telling the part of a familiar text mimed by other students.

INDEPENDENT SUPPORT – Students use target language by:
1. Continuing re-telling story after teacher stops at random point.
2. Innovating on the story, changing character names, location, e.g. Mrs Wishy-Washy (Teacher’s name) washes ______ (other farm animals).
## Sample strategies and activities

### ESP STEP

**ESL Bands: A1 + A2**

**Stage 1**

<table>
<thead>
<tr>
<th>Sample strategies and activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTROLLED SUPPORT</strong> – Teacher supplies target language by:</td>
<td></td>
</tr>
<tr>
<td>1. Where possible, using students’ home language to demonstrate matching sentences with pictures and talking about events in pictures.</td>
<td></td>
</tr>
<tr>
<td>2. Leading reading of repetitive sentences in a familiar class text, e.g. Run, run as fast as you can...</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED SUPPORT</strong> – Students practise target language by:</td>
<td></td>
</tr>
<tr>
<td>1. In groups, predicting characters, actions and events from a title, cover and illustrations, e.g. <em>Counting on Frank</em> (Rod Clement), <em>Mr Gumpy’s Outing</em> (John Burningham).</td>
<td></td>
</tr>
<tr>
<td>2. In pairs, matching sentences on strips to a familiar class text.</td>
<td></td>
</tr>
<tr>
<td>3. In groups, reordering sentences from a jumbled familiar recount or narrative.</td>
<td></td>
</tr>
<tr>
<td><strong>INDEPENDENT SUPPORT</strong> – Students use target language by:</td>
<td></td>
</tr>
<tr>
<td>1. Completing supported cloze of key nouns based on participants and events from familiar class text (first letter left in and word bank provided).</td>
<td></td>
</tr>
<tr>
<td>2. Building sentences using familiar words and phrases on cards, and reading result aloud to group.</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested language elements

<table>
<thead>
<tr>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reads simple sentences from familiar recounts and narratives.</td>
<td>1.5.8</td>
</tr>
<tr>
<td>2. Recognises key participants and actions from familiar literary and factual recounts and narratives.</td>
<td>1.5.3</td>
</tr>
<tr>
<td>3. Identifies different purposes of texts on the basis of layout, style, content.</td>
<td>1.6.x</td>
</tr>
<tr>
<td>4. Uses illustrations to gain information from recounts and narratives.</td>
<td>1.5.5</td>
</tr>
<tr>
<td>5. Identifies some letters, sounds and words in a literary text.</td>
<td>1.7.5</td>
</tr>
</tbody>
</table>

## A1 READING

**ESL STEP**

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

### Suggested language elements

<table>
<thead>
<tr>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reads simple sentences from familiar recounts and narratives.</td>
<td>1.5.8</td>
</tr>
<tr>
<td>2. Recognises key participants and actions from familiar literary and factual recounts and narratives.</td>
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<tr>
<td>3. Identifies different purposes of texts on the basis of layout, style, content.</td>
<td>1.6.x</td>
</tr>
<tr>
<td>4. Uses illustrations to gain information from recounts and narratives.</td>
<td>1.5.5</td>
</tr>
<tr>
<td>5. Identifies some letters, sounds and words in a literary text.</td>
<td>1.7.5</td>
</tr>
</tbody>
</table>

## A1 WRITING

**ESL STEP**

Writes and illustrates literary and factual recounts and narratives 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. Uses words from first language to supplement writing.</td>
<td>1.10.4</td>
</tr>
<tr>
<td>2. Writes or copies words, phrases or short sentences from literary or factual recounts or narratives.</td>
<td>1.11.1</td>
</tr>
<tr>
<td>3. Draws to illustrate a simple literary or factual recount or narrative.</td>
<td>1.12.2</td>
</tr>
<tr>
<td>4. Uses a small bank of known words in writing.</td>
<td>1.12.4</td>
</tr>
<tr>
<td>5. Completes simple, repetitive modelled sentences.</td>
<td>1.9.4</td>
</tr>
</tbody>
</table>
## ESL STEP

### RECOUNTING

- **Language focus:**
  - **Text types:**
    - Literacy recount
    - Factual recount
  - **Related KLA themes and content:**
    - **S&T:** excursion involving modes of transport, e.g. *Getting About*
    - **C/Arts:** events from playground experiences, e.g. *Drama: Playgrounds*
    - **PDHPE:** beach excursion, including safety aspects, e.g. *Safe Living*
  - **English K–6 links:**
    - **Time, sequencing, location, position, distance, temperature, money.**

### ESSENTIAL ELEMENTS

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>ESL Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relates recounts and narratives to own experiences.</td>
<td>3.1.3</td>
</tr>
<tr>
<td>2. Shows understanding and enjoyment by anticipating events in a recount or narrative.</td>
<td>3.1.6</td>
</tr>
<tr>
<td>3. Shows understanding about elements of a recount or narrative by asking questions.</td>
<td>3.3.6</td>
</tr>
<tr>
<td>4. Shows understanding about event through answers and activities.</td>
<td>4.2.2</td>
</tr>
<tr>
<td>5. Provides non-verbal feedback to speaker to sustain interaction.</td>
<td>4.4.x</td>
</tr>
<tr>
<td>6. Shows understanding about characters and their influence on events by comments, e.g. He bad. He break house.</td>
<td>4.2.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses gestures or voice in an attempt to support or amplify meaning.</td>
<td>3.1.11</td>
</tr>
<tr>
<td>2. Shows understanding about characters and their influences on events through comments, e.g. He bad. He break house.</td>
<td>4.1.x</td>
</tr>
<tr>
<td>3. Uses linking words and phrases to order events, e.g. then, after, that.</td>
<td>4.3.10</td>
</tr>
<tr>
<td>4. Describes events, characters, objects and places in recounts and narratives.</td>
<td>4.2.4</td>
</tr>
<tr>
<td>5. Orders events from a recount or narrative in a logical sequence.</td>
<td>4.1.9</td>
</tr>
</tbody>
</table>

### Sample strategies and activities

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

1. Encouraging students to discuss own experiences related to book experience and providing language as needed, e.g. washing pets, clothes.
2. Reading key sentences from story and directing selection of correct picture from a series of pictures relating to the text.
3. Explaining key words or expressions from the text that are culturally specific using concrete or visual support, e.g. in the Australian bush.

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

1. In groups, continuing the retelling of a familiar class story with book support.
2. In pairs, using rehearsed language structures to identify a character in an enquiry and elimination activity, e.g. Are you big? Did you run past a dog? Do you have a tail?
3. In groups, sequencing events from a familiar class text and re-telling the story.

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

1. Planning and performing in a role-play innovating on a familiar class text.
2. Asking and answering questions as a character in the class text, e.g. ‘Hot Seat’.
3. Identifying changes in a familiar class text after listening to an innovation on text recounted by another group.

**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th>Scales</th>
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<tbody>
<tr>
<td>3.1.3</td>
</tr>
<tr>
<td>3.1.6</td>
</tr>
<tr>
<td>3.3.6</td>
</tr>
<tr>
<td>4.2.2</td>
</tr>
<tr>
<td>4.4.x</td>
</tr>
<tr>
<td>4.2.4</td>
</tr>
</tbody>
</table>

**ESL notes**

- Eng K–6 modules: page 107
- page 116

**A2**

- **Literacy recount**
- **Factual recount**

**English**

- sequencing, re-telling, innovating on familiar narratives, e.g. *Mr Gumpy’s Outing* (John Burningham)

**Maths**

- days, months, season, e.g. *Measurement: Time*

**HSIE**

- cultural, spiritual or religious practices, biographical information, e.g. *The Way We Were*

**C/Arts**

- events from playground experiences, e.g. *Drama: Playgrounds*

**PDHPE**

- beach excursion, including safety aspects, e.g. *Safe Living*
### Suggested language elements

<table>
<thead>
<tr>
<th>ESL Scales</th>
<th>Suggested language elements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Predicts actions of participants from a recount or narrative.</td>
</tr>
<tr>
<td>2.5.2</td>
<td>2. Identifies the building and resolution of tension in a narrative.</td>
</tr>
<tr>
<td>2.5.4</td>
<td>3. Recognises structure of a literary or factual recount or narrative.</td>
</tr>
<tr>
<td>3.6.1</td>
<td>4. Recalls events from well-known literary and factual recounts and narratives.</td>
</tr>
<tr>
<td>3.5.6</td>
<td>5. Identifies some detail in recounts and narratives.</td>
</tr>
<tr>
<td>3.5.8</td>
<td>6. Recognises linking words and phrases to order events.</td>
</tr>
<tr>
<td>3.8.9</td>
<td>7. Summarises and organises information from factual recounts.</td>
</tr>
<tr>
<td>3.5.3</td>
<td>8. Uses visual supports, e.g. pictures, diagrams, to interpret meaning.</td>
</tr>
</tbody>
</table>

### Sample strategies and activities

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

1. Demonstrating how to sequence events from a familiar class text using sentence strips.
2. Introducing ‘Here, Hidden, Head’ strategy or 3 level reading guide to answer simple literal and inferential questions relating to students’ recounts or familiar class texts.
3. Presenting model sentences and identifying content elements, e.g. who, what, where and when.

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

1. In pairs, building and illustrating noun groups with two or more adjectives and an adjectival phrase or clause, based on a familiar class text and using word banks in classroom.
2. In groups, completing matrix, e.g. places visited, things eaten in *Possum Magic* (Mem Fox).

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

1. Identifying who, what, when and where in an orientation stage of a recount or narrative.
2. Answering comprehension questions at a literal and inferential level on a familiar text.
RESPONDING

Language focus across the curriculum 19
Overview of ESL steps 19

Band A1:
- Oral 20
- Reading 21
- Writing 21

Band A2:
- Oral 22
- Reading 23
- Writing 23
## 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>recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining …</td>
<td>• personal response</td>
</tr>
</tbody>
</table>

² with reference to text types as discussed in the *English K–6 Syllabus* (NSW Board of Studies, 1998: pp 66–71)

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

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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 simple responses to literary texts</td>
<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></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>A2</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></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>
### ESL STEP

**RESPONDING**

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

### Stage & Band

<table>
<thead>
<tr>
<th>Stage &amp; Band</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 : A1</td>
<td>Responding</td>
</tr>
</tbody>
</table>

### Language notes

**Eng K–6 modules:** page 180

**C/Arts**

**English K–6 links**

**Aspects of numeracy**

**Related KLA themes and content**

**English**

- text structure, evaluative language, expressing opinions

**C/Arts**

- evaluating own artworks, use of media, e.g. Visual Arts: The Vase of Flowers

**ESL notes**

**Text types**

- Personal response

### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>1. Exhibit listening behaviour when listening to discussion about a literary text.</th>
<th>1.4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods.</td>
<td>2.1.2</td>
<td></td>
</tr>
<tr>
<td>3. Responds to a single element of a literary text, e.g. laughs when...</td>
<td>2.1.5</td>
<td></td>
</tr>
<tr>
<td>4. Indicates understanding through yes/no responses.</td>
<td>2.3.4</td>
<td></td>
</tr>
</tbody>
</table>

**TALKING**

| 1. Begins to express some likes, dislikes and feelings about a literary text, e.g. it funny. | 2.1.x |
| 2. Expresses short personal opinion about a literary text, e.g. boy no good. | 2.1.x |
| 3. Pronounces common words and phrases from class texts and activities comprehensibly. | 2.3.10 |
| 4. Combines known formulas, learned structures and other vocabulary to construct new utterances related to responses to a literary text. | 2.3.9 |

### Sample strategies and activities

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

1. Playing tape of musical selection and asking questions that elicit ‘yes/no’ answers, e.g. Did you like the music? Did it make you feel sleepy?
2. Introducing language structure for a personal response to a shared class experience, e.g. dramatic presentation – ‘I liked the witch when she...’ [student may mime].
3. Developing the concept of ‘favourite’ by listing and graphing the television show that students like best, tallying individual student responses while commenting, e.g. Deepak likes The Simpsons best.
4. Providing mismatched picture sets, e.g. ugly witch and rose, and leading discussion about the reasons they do not usually ‘go together’.
5. Demonstrating facial expressions and gestures to show agreement or disagreement to statements, e.g. the witch is beautiful – shake head emphatically, grimace and wave away suggestion.

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

1. In pairs, practising a response to a familiar book following a simple formula, e.g. In this book I like it when...
2. In groups, playing an enquiry and elimination game based on a familiar class text, e.g. I’m thinking of a part that I liked. Is it the part when...?
3. In groups, expressing likes and dislikes using pictures of main characters in a familiar class text, and deciding on simple reasons for choices, e.g. he trick Grandma.

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

1. Presenting a simple response to a familiar text or performance.
2. Asking simple questions of a speaker or presenter of a dramatic, dance or musical performance.
Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:
1. Introducing reading of repetitive phrases on likes and dislikes, e.g. flipbook – I like…; I don’t like…
2. Leading construction of a chart/graph of liked and disliked characters or songs.
3. Introducing terminology, e.g. title, author, illustrations, illustrator.

GUIDED SUPPORT – Students practise target language by:
1. In pairs, matching split sentences, e.g. I like the princess because… She was brave.
2. In groups, developing a graph of characters liked and disliked from a familiar storybook or performance.

INDEPENDENT SUPPORT – Students use target language by:
1. Selecting a favourite event from a familiar literary text and drawing a character’s response to it.
2. Interpreting graph developed by another group, e.g. favourite songs, characters from literary texts.

Suggested language elements

1. Demonstrates reading-like behaviour by taking part in shared reading.
2. Chooses suitable and interesting fiction books by looking at covers and illustration.
3. Follows simple literary texts while listening to them read aloud.
4. Shows a personal response to a literary text.
5. Identifies opinion words in a response to a literary text.

ESL Scales

1.8.1
1.5.2
1.5.2
1.5.3
1.7.4
**ESL STEP**

**A2**

**ORAL**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td>Provides non-verbal feedback to speaker to sustain interaction.</td>
<td>2.4.5</td>
</tr>
<tr>
<td></td>
<td>Indicates when not sure what questions about a literary text mean.</td>
<td>3.4.1</td>
</tr>
<tr>
<td></td>
<td>Indicates understanding of key elements of literary texts through identifying true/false statements.</td>
<td>3.1.7</td>
</tr>
<tr>
<td></td>
<td>Responds to questions eliciting opinions about literary texts.</td>
<td>4.1.1</td>
</tr>
<tr>
<td><strong>TALKING</strong></td>
<td>Supports an opinion by using descriptions or events from a literary text.</td>
<td>4.1.10</td>
</tr>
<tr>
<td></td>
<td>Expresses a set of likes, dislikes and feelings about a literary text, e.g. Miss, that funny book.</td>
<td>4.1.5</td>
</tr>
<tr>
<td></td>
<td>Expresses personal opinion about a literary text using details from the text, e.g. Peter not be good to dog.</td>
<td>4.2.4</td>
</tr>
<tr>
<td></td>
<td>Uses simple comparison and contrast in giving opinions.</td>
<td>4.3.8</td>
</tr>
</tbody>
</table>

**Related KLA themes and content**

**English**
- text structure, evaluative language, expressing opinions

**C/Arts**
- evaluating own artworks, use of media, e.g. Visual Arts: The Vase of Flowers

**ESL notes**

Personal response
- Eng K–6 modules: page 180

**English K–6 links**

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

**Aspects of numeracy**

- Comparison, classification, time, sequencing, position.

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Leading jazz chants that demonstrate how to express responses, e.g. I like it, I love it, I hate it, I like it a lot.
2. Recording evaluative words on semantic web, e.g. liked, graceful, exciting, gentle; disliked, rough, awkward, long.
3. Presenting different ways to make positive and negative statements about a literary text, e.g. I enjoyed…; I thought it was interesting when…; I wondered if…

**GUIDED SUPPORT – Students practise target language by:**
1. In pairs, devising an alternative ending to a familiar story, e.g. Little Red Hen, Cinderella.
2. In groups, recreating a story using puppets. Students practise using voice intonation, facial expressions and gestures.
3. In pairs, choosing a book and preparing a brief response, e.g. This book title is *Possum Magic*. Author name Mem Fox. I like part when she slide down kangaroo.

**INDEPENDENT SUPPORT – Students use target language by:**
1. Role-playing librarian convincing a student to borrow a book.
2. Providing a simple response to a literary text including references to events in the book.
## Sample strategies and activities

### Stage 1  •  ESL Bands: A1 + A2

**CONTROLLED SUPPORT** – Teacher supplies target language by:
1. Thinking aloud how to draw inferences about a character’s motives, qualities, characteristics based on visual images from the text.
2. Constructing and presenting responses and reviews on familiar stories, films and performances, highlighting text structure and language features.

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, identifying evaluative words in a review text.
2. In groups, sorting and sequencing sentences from two reviews with differing views on the same book.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Reading a simple review of a literary text and discussing whether it is accurate in terms of factual information such as names of characters, and agreeing or disagreeing with reviewer’s opinions.
2. Reading reviews on a variety of products, e.g. websites, computer games, music videos, and agreeing or disagreeing with reviewers’ opinions.

### Suggested language elements

| ESL Scales |
|---|---|
| 1. Relates an aspect of literary text to personal experience. | 2.5.3 |
| 2. Identifies features with personal appeal in literary texts. | 2.5.5 |
| 3. Understands and uses some of the terminology of reading, e.g. author, title, letter, word, sentence, page. | 2.6.4 |
| 4. Re-reads familiar self-chosen literary texts to increase accuracy and fluency and to enhance understanding and enjoyment. | 2.8.7 |
| 5. Shows personal response by choosing another book by the same author. | 3.5.2 |
| 6. Compares and contrasts, in simple ways, characters or events from different literary texts. | 3.5.4 |

### Suggested language elements

| ESL Scales |
|---|---|
| 1. Uses simple phrases to express basic comparisons. | 3.11.11 |
| 2. Uses knowledge of sentence patterns to form new sentences. | 3.12.1 |
| 3. Writes predominantly in present tense. | 3.11.3 |
| 4. Selects suitable descriptive and opinion words in writing. | 3.11.7 |
| 5. Writes simple personal and opinionative texts that present a point of view. | 3.9.2 |
INSTRUCTING

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Overview of ESL steps 27
Band A1: Oral 28
        Reading 29
        Writing 29
Band A2: Oral 30
        Reading 31
        Writing 31
Stage 1 • ESL Bands: A1 + A2
### Language focus across the curriculum

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES (^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...</td>
<td>Literary</td>
</tr>
<tr>
<td>• procedures</td>
<td>• procedural recount</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.

### 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>joins in shared reading of familiar procedure texts and completes simple related tasks</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>reads simple procedures on a familiar topic</td>
</tr>
<tr>
<td>A2</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>identifies and organises main steps of instructions</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 what is required from complex task 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></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)
ESL STEP

**Identifies related words from short, simple instructions.**

**LISTENING**
1. Identifies key words in familiar instructions. 1.3.1
2. Uses non-verbal behaviour to seek help. 1.2.4
3. Watches others perform a task and copies them. 1.4.2
4. Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles. 2.1.2
5. Seeks clarification of instructions in L1 from same language peers. 2.4.4

**TALKING**
1. Uses simple, familiar command verbs, e.g. put, cover. 2.3.x
2. Uses phrasal verbs in instructions, e.g. pick up, go to. 2.3.x
3. Pronounces common words and phrases from class text and activities comprehensibly. 2.3.10
4. Creates original utterances by substituting familiar phrases in instructions. 2.3.9
5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to a procedural text. 2.3.9

**Related KLA themes and content**

- **English**
  - how to make something happen, e.g. Caps for Sale (Esphyr Slobodkina)
  - making equal parts, e.g. Number: Fractions and Decimals
  - changing a bike tyre, using transport systems, e.g. Transport
  - making and using toy or game, e.g. Toy World

- **Maths**

- **C/Arts**
  - instructions for different techniques, e.g. Visual Arts: Fish and Sea Creatures

- **HSIE**

- **S&T**

- **PDHPE**
  - rules for taking medicines, e.g. Personal Health Choices

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Introducing commands in action games: e.g. Simon Says; Lifeboats; Hit the Deck.
2. Encouraging students to use non-verbal signals to communicate when needed, e.g. pointing, nodding.
3. Providing opportunities for students to listen to and follow instructions for simple computer program, e.g. concept keyboards, simple matching games.
4. Presenting instructions for a familiar procedure for students to listen to and enact, e.g. following clapping pattern, collecting worksheets.

**GUIDED SUPPORT – Students practise target language by:**
1. Participating in familiar repetitive patterns from stories, songs, rhymes, chants, raps.
2. In groups, role-playing using instructional language, e.g. buying something at the shop, making a sandwich.
3. In pairs, completing a series of taped instructions to finish a computer-based task.
4. In groups, ordering pictures of a simple familiar sequence then re-telling the procedure, e.g. making a sandwich.
5. In pairs, participating in barrier games focusing on positional language, e.g. directed drawing.

**INDEPENDENT SUPPORT – Students use target language by:**
1. Sequencing a series of pictures and re-telling a familiar set of instructions.
2. Following simple oral instructions relying on key words and contexts, e.g. relating to a computer activity.
### Sample strategies and activities

#### CONTROLLED SUPPORT – Teacher supplies target language by:
1. Introducing key words in a procedural text, ensuring that underlying and surrounding concepts are understood.
2. Presenting grammatical features, e.g. use of action verbs, command form at beginning of sentences.

#### GUIDED SUPPORT – Students practise target language by:
1. In pairs, matching and sequencing pictures from a procedural text.
2. In groups, following a simple procedure by reading a set of sequenced pictures with labels.
3. In pairs, identifying sequence words in a text, e.g. first, second, then.

#### INDEPENDENT SUPPORT – Students use target language by:
1. Finding further examples of instructional texts from other sources, e.g. recipes from home, games from the library.
2. Participating in matching and memory activities to consolidate vocabulary recognition, e.g. Bingo, Snap, Concentration.

### Suggested language elements

<table>
<thead>
<tr>
<th>English Skills</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies objects in a procedure from pictures.</td>
<td>1.5.x</td>
</tr>
<tr>
<td>Follows a procedural sequence in pictures.</td>
<td>1.5.6</td>
</tr>
<tr>
<td>Uses illustrations to support reading.</td>
<td>1.8.7</td>
</tr>
<tr>
<td>Recognises key words from familiar procedural text.</td>
<td>1.7.4</td>
</tr>
<tr>
<td>Recognises the structure of a procedural text.</td>
<td>1.6.1</td>
</tr>
</tbody>
</table>

#### Controlled Support
1. Recording simple instructions to match illustrations, for students to trace or copy.
2. Developing word bank of instructional verbs.

#### Guided Support
1. In pairs, labelling own illustrations using instructional words on display.
2. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences.
3. In groups, contributing to class dictionary of action verbs related to a procedural task.

#### Independent Support
1. Writing instructions using drawings and L1.
2. Innovating on a procedure jointly constructed by the class or group, e.g. How to make a ___. This could be a mixture of drawing and text.
### ESL STEP

**INSTRUCTING**

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

**LISTENING**

1. Follows a short sequence of instructions related to classroom activities. 3.1.1
2. Asks speaker to repeat and/or speak slowly, e.g. say again please. 3.4.1
3. Asks questions that demonstrate an understanding of the task. 3.3.6
4. Provides non-verbal feedback to speaker to sustain interaction. 4.4.x
5. Responds appropriately to instructions for different classroom activities. 4.2.2

**TALKING**

1. Gives simple directions on a familiar task. 3.1.x
2. Makes simple comments about a procedure, e.g. too fast. 3.3.x
3. Uses commands to direct peers in classroom games and activities. 3.3.x
4. Repeats another speaker’s words in subsequent conversation, e.g. Where did you plant the seed? Plant seed in pot. 3.4.6
5. Rehearses or role-plays giving instructions or directions. 4.4.5
6. Plans what to say and how to give instructions. 4.4.6

### Sample strategies and activities

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

1. Introducing key content words and procedures for a specific task, e.g. a barrier game.
2. Presenting a short sequence of instructions related to classroom procedures, games or learning tasks for students to follow, e.g. cutting and pasting a mask.
3. Accepting, where feasible, L1 usage to clarify tasks or concepts.
4. Focusing on sequence words by giving a series of instructions for the students to follow, e.g. First open your book, then pick up your pencil, next write your name.

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

1. In pairs, asking and answering questions provided on cards to focus on adverbial phrases, e.g. S1 – How long do you stir…? S2 – We stir it for…; S1 – Where does the… go? S2 – It goes…
2. In groups, playing ‘Do as I say’ game using command verbs. S1 gives an instruction and others follow, e.g. jump up and down; clap your hands.
3. In pairs, constructing models following instructions given by partner, e.g. using centicubes, Lego®, playdough.

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

1. Re-telling a procedural recount of a task, e.g. dressing a doll, getting ready for school.
2. Playing a barrier game: e.g. matching colours to pictures. ‘Put the red spot on the apple’.
3. Participating in a group to re-tell a familiar procedural task.

### English K–6 links

ESL students completing this Step are acquiring the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.

### Aspects of numeracy

Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.
## ESL STEP

### READING

Reads simple procedures on a familiar topic.

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relies on key words for understanding instructions when reading texts or listening to texts read aloud.</td>
<td>2.8.1</td>
</tr>
<tr>
<td>2. Matches simple sentences or captions to illustrations or diagrams.</td>
<td>2.5.7</td>
</tr>
<tr>
<td>3. Understands common words that have different meanings in different contexts, e.g. look, look at, look for.</td>
<td>2.7.7</td>
</tr>
<tr>
<td>4. Distinguishes actions from objects in a procedural text.</td>
<td>3.7.x</td>
</tr>
<tr>
<td>5. Recalls sequence of steps in a procedure.</td>
<td>3.7.2</td>
</tr>
<tr>
<td>6. Recognises procedural texts through layout of print, illustrations and headings.</td>
<td>3.6.3</td>
</tr>
<tr>
<td>7. Makes predictions about appropriate sequence in a procedural text.</td>
<td>3.5.5</td>
</tr>
<tr>
<td>8. Uses visual supports such as diagrams or pictures to interpret meaning.</td>
<td>3.8.9</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

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

1. Introducing the use of illustrations, title and layout to support understanding.
2. Highlighting use of adverbial phrases to show position, duration, e.g. Put the mixture in the oven and bake for 45 minutes.

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

1. In pairs, reordering a jumbled sequence of instructions.
2. In groups, matching illustrations to instructions.
3. Highlighting the prepositions in a procedure.

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

1. Labelling parts of an unfamiliar procedure.
2. In pairs, sorting and reordering two different sets of scrambled instructions, e.g. making lamingtons and making a paper aeroplane.

### WRITING

Writes simple procedure on a familiar topic.

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writes procedures using some technically appropriate words.</td>
<td>2.11.10</td>
</tr>
<tr>
<td>2. Organises procedural texts in a logical order.</td>
<td>2.11.2</td>
</tr>
<tr>
<td>3. Rewrites instructions after correction and conferencing, e.g. deletes or adds words to clarify meaning.</td>
<td>2.12.6</td>
</tr>
<tr>
<td>4. Writes simple and familiar procedures using teacher-prepared scaffolds.</td>
<td>3.11.1</td>
</tr>
<tr>
<td>5. Uses knowledge of sentence patterns to form new sentences, e.g. follow modelled and joint construction texts to write own.</td>
<td>3.12.1</td>
</tr>
<tr>
<td>6. Writes suitable captions for procedural steps.</td>
<td>3.9.5</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

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

1. Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespoon.
2. Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop.

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

1. In pairs, choosing adverbs of manner, place and duration from word banks in classroom to add details to instructions, e.g. carefully, over the top, for two minutes.
2. In groups, developing a bank of noun groups to describe materials/ingredients for a particular task, e.g. a rounded tablespoon of brown sugar.

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

1. Innovating on a familiar procedure, e.g. making a cheese sandwich based on making a Vegemite® sandwich.
2. Expanding noun groups to provide detail about materials/ingredients, e.g. 5 small red beads; 2 tablespoons of butter.
EXPLAINING

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Band A2:
- Oral 38
- Reading 39
- Writing 39
## 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)

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

### EXAMPLES OF LANGUAGE FUNCTIONS

<table>
<thead>
<tr>
<th></th>
<th>SPOKEN AND WRITTEN TEXT TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
<tr>
<td>expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising ...</td>
<td>explanation</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>A2</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>B</td>
<td>identifies relationships between key information and supporting detail from spoken explanations</td>
<td>elaborates on explanations on familiar topics</td>
<td>identifies and organises main ideas and supporting details in explanations</td>
</tr>
<tr>
<td>C</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>

---

**Explanation**

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

- **Joining in shared reading**:
  - **Literary**: Joins in shared reading of familiar explanations and completes simple related activities.
  - **Factual**: Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.

- **Elaborating on explanations**:
  - **Literary**: Elaborates on explanations on familiar topics.
  - **Factual**: Writes simple explanations on familiar topics.

- **Identifying relationships**:
  - **Literary**: Identifies relationships between key information and supporting detail from spoken explanations.
  - **Factual**: Plans and writes explanations on familiar topics.

- **Extracting main and supporting information**:
  - **Literary**: Extracts main and supporting information from extended and complex explanations.
  - **Factual**: Writes extended explanations showing sequential or causal relationships on a range of topics.

---

**Reading**

- **Joining in shared reading**:
  - **Literary**: Joins in shared reading of familiar explanations and completes simple related activities.
  - **Factual**: Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.

- **Identifying causal and sequential factors**:
  - **Literary**: Identifies causal and sequential factors contained in different explanation texts.
  - **Factual**: Identifies causal and sequential relationships on a range of topics.
### ESL STEP

**ORAL**

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

#### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th><strong>ESL Scales</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds to questions about an explanation text with teacher support.</td>
<td>2.1.2</td>
</tr>
<tr>
<td>2. Understands basic sequential markers in sequential explanations, e.g. first, then, next.</td>
<td>2.3.1</td>
</tr>
<tr>
<td>3. Identifies single items of information from short explanation texts, e.g. objects, parts.</td>
<td>2.1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th><strong>ESL Scales</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines.</td>
<td>1.4.5</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of explanations using non-verbal means to communicate.</td>
<td>1.4.8</td>
</tr>
<tr>
<td>3. Pronounces common words and phrases from class texts and activities comprehensibly.</td>
<td>2.3.10</td>
</tr>
<tr>
<td>4. Responds with one-or two-word answers.</td>
<td>2.3.4</td>
</tr>
<tr>
<td>5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to explanation texts.</td>
<td>2.3.9</td>
</tr>
</tbody>
</table>

#### Related KLA themes and content

- **Maths**: generalisations, e.g. *Working Mathematically*
- **S&T**: sheep to jumper; compost, e.g. *Back to Nature; Kids Care*
- **PDHPE**: effects of physical activity, e.g. *Active Lifestyle*

#### Sample strategies and activities

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

1. Introducing technical vocabulary and using to label a diagram, e.g. eggs, tadpole.
2. Introducing simple time conjunctions and creating a word bank, e.g. first, second, then.
3. Providing flashcards of technical words and illustrations to support pronunciation and word recognition.

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

1. In groups, sequencing stages of a familiar explanation, e.g. *Tadpole Diary* (David Drew).
2. In groups with adult supervision, completing an oral cloze explaining the process, e.g. first the adult frog lays its ____.
3. In groups, sequencing diagrams by numbering, then choosing an appropriate connective from a word bank, and finally constructing a skeleton oral explanation, e.g. first, eggs. Next, tadpoles etc.
4. In groups, playing a barrier game where student A has the life cycle of a tadpole and student B has to fill in blank labels.

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

1. Playing a memory game, identifying missing elements from a process, e.g. life cycle of a butterfly.
2. Demonstrating how a familiar object works in response to a taped explanation, e.g. watering can.
**ESL STEP**

**READING**

*Joins in shared reading of familiar explanations and completes simple related activities.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Leading reading of a familiar class book, e.g. *My Bean Diary* (Rhonda Jenkins).
2. Presenting content words on cards and matching with the text.
3. Developing word bank of sequential connectives, e.g. next, after, when.

**GUIDED SUPPORT – Students practise target language by:**
1. In groups, playing memory game with word and diagram cards.
2. In pairs, completing supported cloze (picture of stage included and key words), focusing on nouns and time conjunctions.

**INDEPENDENT SUPPORT – Students use target language by:**
1. Completing a read and draw activity, e.g. using content words from topic as focus.
2. Sequencing a life cycle flow chart on a familiar animal.

**Suggested language elements**

<table>
<thead>
<tr>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies the purpose of a simple explaining text.</td>
</tr>
<tr>
<td>2.</td>
<td>Gains basic information from illustrations.</td>
</tr>
<tr>
<td>3.</td>
<td>Uses illustrations to support reading of simple explanatory texts.</td>
</tr>
<tr>
<td>5.</td>
<td>Recognises technical words in a familiar explanation, e.g. lever.</td>
</tr>
</tbody>
</table>

**WRITING**

*W rites and illustrates simple explanations based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Presenting a familiar explanatory text as a flow chart and labelling the diagrams.
2. Scribing dictated captions for students to illustrate.

**GUIDED SUPPORT – Students practise target language by:**
1. In groups, developing a class dictionary of technical words on the current topic.
2. Keying in jointly constructed text on computer focusing on use of punctuation and spacing.
3. In pairs, creating new explanation sentences using familiar words on cards.

**INDEPENDENT SUPPORT – Students use target language by:**
1. Completing a life cycle on a familiar topic.
2. Illustrating a process, copying labels or captions from displays, e.g. life cycle.

**Suggested language elements**

<table>
<thead>
<tr>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses drawings or diagrams to illustrate a simple sequence in an explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Uses drawings or illustrations to compensate for limited English vocabulary, e.g. mixes writing with drawing.</td>
</tr>
<tr>
<td>3.</td>
<td>Uses words from first language to supplement writing.</td>
</tr>
<tr>
<td>4.</td>
<td>Finds words needed for own explanations from labels, charts, diagrams.</td>
</tr>
<tr>
<td>5.</td>
<td>Labels diagrams with words learned in class.</td>
</tr>
<tr>
<td>6.</td>
<td>Completes simple repetitive modelled sentences, e.g. The handle turns the…</td>
</tr>
</tbody>
</table>
### Stage & Band

<table>
<thead>
<tr>
<th>Stage &amp; Band</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 : A2</td>
<td></td>
</tr>
</tbody>
</table>

### Text types

<table>
<thead>
<tr>
<th>Text types</th>
<th>ESL notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>Eng K–6 modules: page 141</td>
</tr>
</tbody>
</table>

### ESL STEP

**ORAL**

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

### 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.</td>
<td>3.4.x</td>
</tr>
<tr>
<td>2. Follows teacher explanation using familiar language, e.g. 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes a series of events or actions using simple English and non-verbal language.</td>
<td>3.1.11</td>
</tr>
<tr>
<td>2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.</td>
<td>3.1.14</td>
</tr>
<tr>
<td>3. Asks simple questions that relate to information required.</td>
<td>3.3.6</td>
</tr>
<tr>
<td>4. Adapts learned question formulas (asks question without ‘do’), e.g. handle turn next?</td>
<td>3.3.7</td>
</tr>
<tr>
<td>5. Gives short sequence of steps related to simple sequential explanation.</td>
<td>4.1.12</td>
</tr>
<tr>
<td>6. Sequences information logically for the listener.</td>
<td>4.1.14</td>
</tr>
<tr>
<td>7. Uses simple sequential vocabulary, e.g. first, then.</td>
<td>4.3.10</td>
</tr>
</tbody>
</table>

### Related KLA themes and content

<table>
<thead>
<tr>
<th>Language focus</th>
<th>Related KLA themes and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>generalisations, e.g. Working Mathematically</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>sheep to jumper; compost, e.g. Back to Nature: Kids Care</td>
</tr>
<tr>
<td>PDHPE</td>
<td>effects of physical activity, e.g. Active Lifestyle</td>
</tr>
</tbody>
</table>

### Sample strategies and activities

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

1. Presenting technical vocabulary, using diagrams and asking students to locate elements named, e.g. front legs, gills, hind legs.
2. Demonstrating how to ask enquiry and elimination questions, e.g. do you…? Does it…? Are there…?
3. Demonstrating on how to complete an oral cloze focusing on technical words based on class theme, e.g. The life cycle of the butterfly.
4. Developing and displaying word banks of descriptive and classifying adjectives.

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

1. In groups, playing an enquiry and elimination game about a process.
2. In pairs, sequencing diagrams to use as a guide in constructing an oral explanation.
3. In pairs, building noun groups by adding classifying and describing adjectives to the core noun, e.g. the small, round clusters of eggs; the black and orange Monarch butterfly.
4. In pairs, combining simple sentences into compound sentences using conjunctions, e.g. The butterfly emerges from the cocoon and then it flies away.

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

1. Using a completed worksheet to explain a process to a partner from a visiting class.
2. Playing a memory game, identifying missing elements from a process and explaining what happens before and after, e.g. growth of a tadpole.
3. Explaining how a familiar object works, e.g. pencil sharpener.

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

**ESL STEP**

**ESL STEP**

**ESL STEP**

**ESL STEP**

**ESL STEP**

**ESL STEP**

**ESL STEP**

**Suggested language elements**

1. Relies on key words for understanding explanations when reading or listening to texts being read.  
   
   ESL Scales  2.8.1

2. Matches simple sentences or captions to illustrations or photographs of a phenomenon.  
   
   ESL Scales  2.5.7

3. Re-reads familiar explanations to increase accuracy and fluency.  
   
   ESL Scales  2.8.7

4. Identifies basic text features of explanation text organisation, e.g. phenomenon and explanation sequence.  
   
   ESL Scales  3.6.1

5. Identifies linking words which indicate sequence, e.g. first, next.  
   
   ESL Scales  3.7.4

6. Identifies new information gained from reading an explanation.  
   
   ESL Scales  3.5.9

7. Uses visual supports, e.g. diagrams, graphs, pictures, to interpret meaning in an explanation.  
   
   ESL Scales  3.8.9

---

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

1. Reading simple explanation and highlighting structure.
2. Identifying time conjunctions in a text.
3. Highlighting basic punctuation during modelled reading, e.g. full stops, capital letters, question marks.

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

1. In pairs, matching semi-completed diagrams to familiar written text.
2. In groups, sequencing sentences from a familiar explanatory text.
3. In groups, identifying word chains in an explanatory text, e.g. egg, froglet, adult, hatch.

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

1. Reading about and drawing a life cycle based on an explanatory text similar to the class text, e.g. Life cycle of a snail.
2. Completing a cloze on action verbs in an explanation.

---

**Suggested language elements**

1. Identifies the nature and purpose of explanatory texts in different formats, e.g. book, pamphlet.  
   
   ESL Scales  2.10.1

2. Sequences information in a logical order.  
   
   ESL Scales  2.11.2

3. Writes explanations that show simple cohesion of ideas, joining them with ‘and then’.  
   
   ESL Scales  2.11.3

4. Attempts to provide more detail in written explanations through illustrations and lists.  
   
   ESL Scales  2.12.3

5. Initiates own writing of an explanation.  
   
   ESL Scales  2.9.2

6. Uses simple present tense in an explanation.  
   
   ESL Scales  3.11.13

7. Writes suitable labels for an explanation.  
   
   ESL Scales  3.11.17

8. Uses simple sequence markers when describing a process.  
   
   ESL Scales  3.11.4

---

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

1. Demonstrating construction of simple explanations of familiar processes or life cycles.
2. Demonstrating how to join simple sentences with time and additive conjunctions.

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

1. In groups, completing a story ladder of a familiar explanation.
2. In pairs, extending a noun group by adding descriptive and classifying adjectives.
3. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate).

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

1. Labelling a diagram using information from a familiar explanatory text.
2. Writing a simple explanation referring to a labelled diagram.
PERSUADING

Language focus across the curriculum 43
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Reading 45
Writing 45
Band A2: Oral 46
Reading 47
Writing 47
### Language focus across the curriculum

| EXAMPLES OF LANGUAGE FUNCTIONS | SPOKEN AND WRITTEN TEXT TYPES
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
</tbody>
</table>
| previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ... | | • exposition
• discussion |

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

#### 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 points of view uses single words, formulaic phrases or incomplete sentences to express points of view joins in reading of familiar persuasive texts and completes simple related activities writes and illustrates point of view based on modelled and/or jointly constructed texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>follows gist of point of view being expressed on a familiar topic gives simple reasons for opinions and shares ideas about familiar topics reads simple persuasive texts that present a point of view on familiar topics writes simple persuasive texts that present a single point of view on a familiar topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>follows a line of argument in persuasive texts presents coherent arguments on familiar topics identifies and assesses arguments in persuasive texts writes a cohesive persuasive text which supports conclusions on a familiar topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>evaluates the validity of spoken arguments discusses issues using sustained reasoning recognises and evaluates underlying perspectives in persuasive texts writes sustained and convincing persuasive texts about familiar and researched topics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Suggested language elements

<table>
<thead>
<tr>
<th>Listening</th>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognises that a point of view is being expressed.</td>
<td></td>
<td>2.1.x</td>
</tr>
<tr>
<td>2. Follows reasons for everyday routines, e.g. wearing a hat in playground.</td>
<td></td>
<td>2.1.1</td>
</tr>
<tr>
<td>3. Indicates understanding of elements of different speakers’ viewpoints through non-verbal signal.</td>
<td></td>
<td>2.1.2</td>
</tr>
<tr>
<td>4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.</td>
<td></td>
<td>2.4.2</td>
</tr>
<tr>
<td>5. Links speaker’s tone of voice to purpose.</td>
<td></td>
<td>2.1.7</td>
</tr>
<tr>
<td>6. Provides non-verbal feedback to sustain interaction.</td>
<td></td>
<td>2.4.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talking</th>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses voice to emphasise point of view.</td>
<td></td>
<td>2.1.x</td>
</tr>
<tr>
<td>2. Pronounces common words and phrase from class texts and activities comprehensibly.</td>
<td></td>
<td>2.3.10</td>
</tr>
<tr>
<td>3. Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad.</td>
<td></td>
<td>2.3.3</td>
</tr>
</tbody>
</table>

### Sample strategies and activities

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Introducing and modelling sentence structures ‘I like’ and ‘I don’t like’.
2. Demonstrating the use of smiley faces to sort students’ likes and dislikes, e.g. food, games, weather.
3. Leading repetitive jazz chants about likes and dislikes.
4. Demonstrating the use of facial expressions to show likes and dislikes to a range of things, e.g. chocolate, rain, playing computer games.
5. Introducing modality in statements and questions, e.g. Should lollies be sold in the canteen? I think lollies should/ should not...

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, categorising pictures into things liked and disliked.
2. In groups, giving simple reasons for likes and dislikes, e.g. No like. Not nice.
3. In groups, completing a matrix recording likes and dislikes, e.g. vegetables, fruit, cakes.
4. In groups, stating reasons for liking or disliking objects in a feely box following modelled simple structures, e.g. I like blocks because...

**INDEPENDENT SUPPORT** – Students use target language by:
1. Participating in group discussion on a familiar topic, e.g. school rules ‘no hat, no play’; ‘classroom out of bounds at lunch time’.
2. Stating reasons for liking or disliking an object or activity using ‘I like... because...’, e.g. ‘I like racing car because it fast’.
### A1 READING

**ESL STEP**

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

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies the purpose of a simple persuasive text.</td>
<td>1.6.1</td>
</tr>
<tr>
<td>2. Identifies single words in a persuasive text.</td>
<td>1.7.4</td>
</tr>
<tr>
<td>3. Identifies beginning and end of sentences in simple opinions.</td>
<td>1.7.3</td>
</tr>
<tr>
<td>4. Uses illustrations to support reading.</td>
<td>1.8.7</td>
</tr>
<tr>
<td>5. Reads back own written point of view or sentences scribed by another.</td>
<td>1.5.8</td>
</tr>
</tbody>
</table>

### A1 WRITING

**ESL STEP**

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

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes words, ideas or sentences to class or group persuasive text.</td>
<td>B2.5.1</td>
</tr>
<tr>
<td>2. Writes short, repetitive modelled persuasive statements.</td>
<td>1.11.1</td>
</tr>
<tr>
<td>3. Copies persuasive words and phrases related to a familiar topic, e.g. I think, it is a good idea.</td>
<td>B2.8.10</td>
</tr>
<tr>
<td>4. Uses words in first language to supplement writing.</td>
<td>1.10.4</td>
</tr>
</tbody>
</table>

### Sample strategies and activities

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Leading the reading of repetitive phrases on likes and dislikes.
2. Demonstrating the construction of a chart of pictures of likes and dislikes.

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, completing a supported cloze – (beginning letter left in and words at top of page).
2. In groups with adult supervision, playing a card game, e.g. Picture/word Bingo where students give a reason for liking or disliking an item.
3. In pairs, matching simple sentences of likes and dislikes to pictures.
4. In guided reading groups, identifying words that indicate that the writer is for or against a particular issue.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Completing a cloze on emotive words, referring to a word bank.
2. Reading familiar sentences about likes and dislikes.

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Demonstrating how to use drawing to express likes and dislikes.
2. Scribing dictated sentences that express students’ opinions.

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, labelling own illustrations using words on display.
2. In groups, participating in the joint construction of an opinion after discussion, e.g. I think Kindergarten should have a separate play area because...
3. In groups, contributing to a class dictionary of likes and dislikes related to a current topic.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Writing about likes and dislikes on a familiar topic using known words and groups of recognisable letters, e.g. bcz for because.
2. Following a model to complete a persuasive text using techniques such as short, direct sentences, exclamations, stimulus pictures, e.g. a littered environment with labels to show how the environment could be cleaned up.
### ESL STEP

**Stage & Band**

1 : A2

**Elementary**

**Text types**

<table>
<thead>
<tr>
<th>ESL notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
</tbody>
</table>

**Related KLA themes and content**

<table>
<thead>
<tr>
<th>English</th>
<th>related topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>opinions and reasons about issues or choices, e.g. <em>A Pet for Mrs Arbuckle</em> (Gwenda Smith)</td>
<td></td>
</tr>
<tr>
<td>S&amp;T</td>
<td>organisation of interior spaces, e.g. <em>Look Around You</em></td>
</tr>
<tr>
<td>Maths</td>
<td>agreeing on information needed to investigate a question, e.g. <em>Data</em></td>
</tr>
<tr>
<td>C/Arts</td>
<td>composing and evaluating variations, e.g. <em>Music: When I Get Mad I Beat My Drum</em></td>
</tr>
<tr>
<td>HSIE</td>
<td>valuing and protecting the environment, e.g. <em>Wet and Dry Environments</em></td>
</tr>
<tr>
<td>PDHPE</td>
<td>values, e.g. <em>Growth and Development</em></td>
</tr>
</tbody>
</table>

**Oral**

**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. doesn’t raise hand until speaker has finished.
4. Follows the flow of an argument by taking turns in a class discussion, e.g. makes relevant contribution at an appropriate time.
5. Responds to a topic by contributing ideas or comments within own experience.

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.15</td>
</tr>
<tr>
<td>4.1.1</td>
</tr>
<tr>
<td>4.2.2</td>
</tr>
<tr>
<td>4.2.2</td>
</tr>
<tr>
<td>4.1.5</td>
</tr>
</tbody>
</table>

**TALKING**

1. Questions speaker to determine reason for opinion.
2. Supports point of view through exemplification.
3. Clarifies and emphasises point of view by rephrasing or repeating information.
4. Elaborates and exemplifies further information if requested.

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.6</td>
</tr>
<tr>
<td>4.1.10</td>
</tr>
<tr>
<td>4.4.4</td>
</tr>
<tr>
<td>4.2.4</td>
</tr>
<tr>
<td>4.2.7</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

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

1. Presenting sentence starters to express an opinion, e.g. I think... It's my opinion that...
2. Demonstrating ways to question each other about likes and dislikes or opinions.
3. Introducing modal verbs, e.g. must, should, might.

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

1. In groups, after listening to a guest speaker, recalling the topic and arguments to summarise them for a joint construction.
2. In pairs, developing and expressing opinions about an issue using modal verbs, e.g. I think we should make our bed at home because...
3. In groups, preparing a role-play of situations where different points of view can be taken, practising intonation, facial expression and gestures.

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

1. Choosing one issue from a brainstormed list and preparing arguments for or against, e.g. rabbits make good pets.
2. Re-telling the main points supporting each case after listening to two short arguments for and against an issue, e.g. lollies in the canteen.

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

Aspects of numeracy

Comparison, sequencing, classification, hypothesising, perspective.
### A2 READING

**ESL STEP**

*Reads simple persuasive texts that present a point of view on familiar topics.*

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Imitates pronunciation, intonation, rhythm and stress when reading familiar persuasive texts aloud.</td>
<td>2.8.5</td>
</tr>
<tr>
<td>2. Identifies key phrases expressing point of view, e.g. I think.</td>
<td>3.7.x</td>
</tr>
<tr>
<td>3. Identifies basic text structure of expositions and discussions.</td>
<td>3.6.1</td>
</tr>
<tr>
<td>4. Re-tells points of view expressed in a text.</td>
<td>3.5.3</td>
</tr>
<tr>
<td>5. Re-reads to confirm or reject a prediction about information in a persuasive text.</td>
<td>3.8.10</td>
</tr>
<tr>
<td>6. Makes predictions about point of view from text introduction (thesis).</td>
<td>3.5.5</td>
</tr>
<tr>
<td>7. Recognises use of emotive words and modality.</td>
<td>3.6.6</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Presenting ways of predicting the arguments that may be presented after reading the title of a discussion.
2. Demonstrating how to locate opinion words, sensing verbs, and modality words in a text.

**GUIDED SUPPORT** – Students practise target language by:
1. In groups, matching split sentences including issues and reasons, e.g. I think we should recycle paper because... it saves trees.
2. In groups, constructing a modality cline of verbs, e.g. must, should, could, ought to.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Completing a cloze on contrastive connectives.
2. Reading an exposition or discussion and stating how own opinions have changed.
3. Identifying other possible arguments or evidence not stated in a persuasive text.

### A2 WRITING

**ESL STEP**

*Writes simple persuasive texts that present a single point of view on a familiar topic.*

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes to group writing of a persuasive text.</td>
<td>2.9.1</td>
</tr>
<tr>
<td>2. Uses some modality words to express opinion, e.g. should, must.</td>
<td>3.11</td>
</tr>
<tr>
<td>3. Uses simple time sequence markers to order arguments logically in a persuasive text.</td>
<td>3.11.4</td>
</tr>
<tr>
<td>4. Expresses own opinion in a persuasive text.</td>
<td>3.9.2</td>
</tr>
<tr>
<td>5. Gives reason to support a point of view.</td>
<td>3.9.2</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Developing word banks of modal expressions and demonstrating appropriate usage.
2. Demonstrating ways of combining sentences to express possibility and probability, e.g. If people run inside, someone may trip over a schoolbag and get hurt.

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, composing statements increasing in certainly, e.g. We could... We ought to... We should... We have to... We must...
2. In groups, sorting strips of paper containing ‘for and against’ arguments on a familiar issue into appropriate categories.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Writing a persuasive text, giving an opinion.
2. Identifying and annotating the stages of own or group persuasive text.
NEGOTIATING

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Band A1:
Oral (listening) 52
Oral (talking) 53
Band A2:
Oral (listening) 54
Oral (talking) 55
**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><strong>learning</strong></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><strong>interacting</strong></td>
<td></td>
</tr>
<tr>
<td>greeting, leaving-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>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td><strong>A1</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>
<tr>
<td><strong>A2</strong></td>
<td>understands the gist of familiar social and learning exchanges</td>
<td>participates in familiar social and learning exchanges</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>follows the drift of unpredictable social and learning transactions</td>
<td>manages participation in social and learning transactions</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>infers speakers’ intentions to negotiate complex interactions</td>
<td>uses a repertoire of communication strategies to negotiate complex interactions</td>
<td></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.
Stage & Band

1: A1

BEGINNING

Text types

All text types

ESL notes

Eng K–6 modules: all ESL notes

Language focus

NEGOTIATING

Suggested language elements

LISTENING

1. Participates in group learning activities.
2. Relies on assistance from first language speaker to interpret or elaborate.
3. Checks understanding of activity by asking for clarification from other first language speakers.
4. Follows instructions relying on key words and context.
5. Responds appropriately with non-verbal language to comments, e.g. smiles when greeted.
6. Attends to tone and context to support understanding.
7. Signals comprehension even when not understanding spoken language.

Relate 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.

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 2G.
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 (and later words) of others, e.g. Simon Says.
2. Listening to teacher or helper when they model appropriate grammatical patterns.
3. Noticing tone of voice used in demonstration of appropriate speaking behaviour in school situations.
4. In groups, responding with an action to a command in an active game, e.g. ships and life boats; 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 play soccer. Point to a corner of this shape.

Eng K–6 links

ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.

Aspects of numeracy

Context dependent

ESL notes

Sample strategies and activities

Stage 1 - ESL Bands A1 + A2
### ESL STEP
- Attempts to infer meanings conveyed verbally and non-verbally.
- Negotiates simple exchanges verbally and non-verbally.

### Sample strategies and activities

**CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling greetings and farewells and encouraging students to respond, e.g. Good Morning Miss Chan.
2. Introducing routine chants, e.g. days of week, counting by 2s.
3. Demonstrating rote counting, e.g. objects, students, touching each as counted.
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.

**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>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>
ORTAL
(listening)

A2

NEGOTIATING

ESL notes

ORAL

Stage & Band
1 : A2

Elementary

Language focus

Text types

Scales

ESL notes

Eng K–6 modules: all ESL notes

NEGOTIATING

ORAL

Stage 1  •  ESL Bands: A1 + A2

NEGOTIATING

A2

• Negotiating underpins all KLA themes and content.

Related 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. turntaking, agreeing/disagreeing appropriately.

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

Context dependent

ESL notes

English K–6 links

Controlled Support – Teacher provides target language by:

1. Using short sequences of instructions for class related activities, e.g. book borrowing, using computer.

2. Recounting events using photos from a shared activity to support understanding, 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 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.

2. In groups, participating in active team games.

3. 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. Responding non-verbally on individual cards to true/false statements related to a class topic.

2. Observing, miming or role-playing turn taking, affirming, suggesting etc. in social learning situations such as pair or group work.

Suggested language elements

LISTENING

1. Uses clarification strategies to check understanding.

2. Provides non-verbal feedback to speaker to sustain interaction.

3. Asks speaker to repeat and/or speak slowly, or asks what a word means, e.g. What you mean? What mean festival?

4. Asks for the translation of specific words from other first language speakers (to check context, match concepts).

5. Understands teacher question on familiar topics or themes by responding with phrases or sentences.

6. Understands the difference between suggestions and directives.

Sample strategies and activities

Eng K–6 modules: all ESL notes

Eng K–6 links

Aspects of numeracy

1. Using short sequences of instructions for class related activities, e.g. book borrowing, using computer.

2. Recounting events using photos from a shared activity to support understanding, e.g. class excursion.

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**ESL STEP**

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

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

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Presenting the language needed to negotiate simple transactions, e.g. borrowing a library book, ordering lunch.
2. Demonstrating an action relating to a picture cue, e.g. He is running.
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, 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 play dough’, ‘This animal is...’
APPENDICES

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III Overview of ESL steps by bands 61–62
IV  *ESL Scales* level statements:
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   • writing 65
### 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><strong>LANGUAGE FOCUS</strong></th>
<th><strong>EXAMPLES OF LANGUAGE FUNCTIONS</strong></th>
<th><strong>SPOKEN AND WRITTEN TEXT TYPES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting …</td>
<td>literary description</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>recounting, retelling, narrating, describing …</td>
<td>factual recount</td>
</tr>
<tr>
<td><strong>Responding</strong></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><strong>Instructing</strong></td>
<td>describing, ordering, commanding, listening, clarifying, noting, expressing conditions …</td>
<td>procedures</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising …</td>
<td>explanation</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>previewing, expressing opinion, pointing, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising …</td>
<td>exposition, discussion</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>learning, recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring …</td>
<td></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*.

---

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 by language mode

### Stage 1

#### ORAL (listening)

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

#### ORAL (talking)

<table>
<thead>
<tr>
<th>Mode</th>
<th>ESL Band A1</th>
<th>ESL Band A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
<td>uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events</td>
<td>identifies and describes people, places and things through a growing vocabulary</td>
</tr>
<tr>
<td>Recounting</td>
<td>uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information</td>
<td>retells familiar narratives and recounts personal experiences</td>
</tr>
<tr>
<td>Responding</td>
<td>uses single words, formulaic phrases or incomplete sentences to respond to literary texts</td>
<td>states brief opinions about familiar literary texts</td>
</tr>
<tr>
<td>Instructing</td>
<td>uses single words, formulaic phrases or incomplete sentences to respond to instructions</td>
<td>give short sequences of steps related to classroom procedures, games, learning tasks</td>
</tr>
<tr>
<td>Explaining</td>
<td>uses single words, formulaic phrases or incomplete sentences to ask and answer questions</td>
<td>provides simple explanations on familiar topics</td>
</tr>
<tr>
<td>Persuading</td>
<td>uses single words, formulaic phrases or incomplete sentences to express points of view</td>
<td>gives simple reasons for opinions and shares ideas about familiar topics</td>
</tr>
<tr>
<td>Negotiating</td>
<td>negotiates simple exchanges verbally and non-verbally</td>
<td>participates in familiar social and learning exchanges</td>
</tr>
</tbody>
</table>
## Appendix II
### Overview of ESL steps by language mode

#### Stage 1

**Overview of ESL steps by language mode**

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

<table>
<thead>
<tr>
<th>Mode</th>
<th>BAND A1</th>
<th>BAND A2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing</td>
<td>writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts</td>
<td>writes simple literal and factual descriptions and reports on a familiar topic using language learned in class</td>
</tr>
<tr>
<td>Recounting</td>
<td>writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts</td>
<td>writes simple literary and factual recounts and narratives using language learned in class</td>
</tr>
<tr>
<td>Responding</td>
<td>writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts</td>
<td>writes short responses to familiar literary texts</td>
</tr>
<tr>
<td>Instructing</td>
<td>writes and illustrates procedures based on modelled and/or jointly constructed texts</td>
<td>writes simple procedure on a familiar topic</td>
</tr>
<tr>
<td>Explaining</td>
<td>writes and illustrates simple explanations based on modelled and/or jointly constructed texts</td>
<td>writes simple explanations on familiar topics</td>
</tr>
<tr>
<td>Persuading</td>
<td>writes and illustrates point of view based on modelled and/or jointly constructed texts</td>
<td>writes simple persuasive texts that present a single point of view on a familiar topic</td>
</tr>
<tr>
<td>Negotiating</td>
<td></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></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>Describing</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>Recounting</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>Responding</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>Instructing</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>Explaining</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>Persuading</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>Negotiating</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>

**Step 1 - ESL Bands: A1 + A2**

### INTRODUCTION
- DESCRIBING
- RECOUNTING
- RESPONDING
- INSTRUCTING
- EXPLAINING
- PERSUADING
- NEGOTIATING

### APPENDICES
# 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>reads and retells ideas and events from literary and factual descriptions and reports on familiar topics</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>reads familiar literary and factual recounts and narrative texts</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>reads simple responses to familiar literary texts</td>
</tr>
<tr>
<td>Instructing</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>Explaining</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>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>reads simple persuasive texts that present a point of view on familiar topics</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>

**ORAL**
- **Listening:**
  - Identifies key points of information from descriptive spoken texts

- **Talking:**
  - Identifies and describes people, places and things through a growing vocabulary

**READING**
- Reads and retells ideas and events from literary and factual descriptions and reports on familiar topics

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

Students at level seven communicate in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. They identify and incorporate some non-literal language and some key cultural references into their speech. At this level students 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>B1</td>
<td>1</td>
<td>Students at level one gain and share meaning from hearing and reading short, simple texts in structured reading activities, bringing their previous experience in reading to reading tasks in English. They use a small repertoire of sight words and knowledge of basic sound/symbol relationships, and rely on code-breaking strategies and visual cues to gain meaning from texts.</td>
</tr>
<tr>
<td>B2</td>
<td>2</td>
<td>Students at level two read with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts, showing understanding of the differences between narrative and expository texts which relate to their own knowledge or experience. They use their knowledge of reading, their understanding of basic print conventions in English, and support from modelled language to help them read in English.</td>
</tr>
<tr>
<td>B3</td>
<td>3</td>
<td>Students at level three read with understanding controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They display awareness that written English differs from spoken English and that different texts may be organised differently. They cue into basic text organisation and language features and make varying use of English vocabulary, structure and sound symbol cues to make sense of unfamiliar text.</td>
</tr>
<tr>
<td>B4</td>
<td>4</td>
<td>Students at level four read with understanding for a range of purposes. They identify main ideas and specific information in simple texts, relating their own culture, knowledge and experience to information in the text. They recognise key words connecting ideas and the organisation of information in texts, and coordinate a number of strategies to assist their reading.</td>
</tr>
<tr>
<td>B5</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>B6</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>B7</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>

**Students at beginning level one** show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge that print and writing transmit and record messages and stories between people. They handle books appropriately, conveying their awareness of some conventions of book and print organisation. They interact with texts, focusing on visual support to gain meaning.

**Students at beginning level two** gain and share meaning from symbols, writing and from simple texts read aloud, showing understanding that print encodes meaning and that written texts have a structure. They recognise the basic features of print, show some understanding that print transmits consistent meanings through symbols and conventions and model their own ‘reading’ on the shared reading of others.

**Students at beginning level three** read with understanding well-known texts, drawing on their developing knowledge of English. They respond to simple texts read aloud, identifying texts written for different purposes and relating them to their own knowledge and interests. They use their knowledge of English sound/symbol relationships and basic punctuation to read familiar and some unfamiliar texts, and focus on the literal meaning of the text, applying their knowledge about reading in English to new texts.

**Students at beginning level four** 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.
### Writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>1</td>
<td><strong>Students at beginning level one</strong> 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.</td>
</tr>
<tr>
<td>A2</td>
<td>2</td>
<td><strong>Students at beginning level two</strong> 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.</td>
</tr>
<tr>
<td>B1</td>
<td>3</td>
<td><strong>Students at beginning level three</strong> 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.</td>
</tr>
<tr>
<td>B2</td>
<td>4</td>
<td><strong>Students at level two</strong> 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>B3</td>
<td>5</td>
<td><strong>Students at level three</strong> communicate on a range 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>C</td>
<td>6</td>
<td><strong>Students at level four</strong> 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>A1</td>
<td>7</td>
<td><strong>Students at level seven</strong> 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>
</tbody>
</table>