



# English as an Additional Language Curriculum

Draft for familiarisation, feedback  
and optional implementation

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# Contents

Rationale and aims .....	4
Rationale .....	4
Aims .....	5
Structure .....	6
Pathways.....	6
Language Modes.....	7
Strands.....	8
Achievement Standards .....	8
Learning in EAL .....	9
Relationship to other curriculum areas.....	9
English as an Additional Language: Pathway A, Levels A1–A2 (by Mode) .....	11
English as an Additional Language: Pathway B, Levels BL–B3 (by Mode) .....	20
English as an Additional Language: Pathway C, Levels CL–C4 (by Mode) .....	32
Glossary.....	48

# Rationale and aims

## Rationale

In Victoria, students for whom English is an additional language comprise a significant percentage of the student population. They come from an increasingly diverse range of linguistic and cultural backgrounds, and the students enter school at different stages and with different levels of English language learning, having had varying educational experiences in their first language (L1) or other languages.

English as an Additional Language (EAL) students experience full immersion in English on entry to school in Victoria, where they are supported to learn English while learning through English. The EAL curriculum guides the English language development of EAL students, offering three pathways to cover students entering English-immersion schooling at three different stages:

- early immersion stage (young children entering the early years of primary school)
- mid immersion stage (children entering the later years of primary school)
- late immersion stage (children entering secondary school).

Progress through each pathway is not necessarily linear and will vary according to the specific needs and the development of each student.

EAL students require specific support to build the English language skills that are required for effective communication, for successful interaction and for access to learning across the whole of the Victorian Curriculum F–10; therefore, the EAL curriculum relates to the development of EAL students' English language skills across all the learning areas and capabilities, not just the English learning area.

The EAL curriculum also relates to the development of EAL students' plurilingual awareness. A student who develops plurilingual awareness is able to integrate their knowledge of multiple languages in a way that enriches their communication and learning in all languages.<sup>1</sup>

EAL students are learning a new language at the same time as they are learning new conceptual and cultural knowledge and skills, so they require time and support to reach significant milestones in this additional language. The EAL curriculum identifies these milestones and informs teaching and learning activities that lead EAL students to them.

Each learning area and capability in the Victorian Curriculum F–10 has its own particular communication demands, language structures and features, and assumed cultural knowledge, and these are best taught in the context in which they are used. Although EAL students are often supported by specialist EAL teachers, all teachers have some degree of responsibility for teaching the English language and, in particular, responsibility for teaching the language demands of their curriculum areas. Because of this, the EAL curriculum has been designed to be accessible to all teachers in all mainstream schools and English

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<sup>1</sup> 'Plurilingualism' refers to a set of competencies that multilingual people can concurrently utilise in communicating and learning. It involves integration of knowledge about all languages spoken by a person, rather than seeing language proficiencies as separate sets.

language schools and centres, including specialist EAL teachers and out-of-field EAL teachers.

## Aims

The EAL curriculum aims to ensure that EAL students:

- access the full breadth of learning opportunities available in the Victorian Curriculum F–10, including all learning areas and capabilities
- develop their understanding of how Standard Australian English (SAE) works in its spoken and written forms, including how its linguistic structures and features can be used to create meaning in a range of spoken, written, visual and multimodal contexts
- learn to listen to, read, view, speak, write, create and/or reflect on increasingly complex and sophisticated texts, with accuracy, fluency and purpose, across a range of contexts
- develop their communicative skills, linguistic knowledge and cultural understandings in English and their other languages, to enable their full participation in Australian society
- develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities.

# Structure

## Pathways

The EAL curriculum is a curriculum continuum structured as three EAL pathways (A, B, C). Each pathway reflects a different stage of English language immersion, and each pathway is divided into different levels of language learning.

### EAL Pathway A: Early immersion (Foundation–Year 2)

Early immersion language learners typically develop their literacy skills through experiences in the school context.

A student located on EAL Pathway A may have some experience of formal learning (less than three years) in their first language (L1) or other languages and some experience of informal prior learning (more than seven years).

EAL Pathway A includes two levels of language learning: Level A1 and Level A2. These levels identify progress with English proficiency reflected in Foundation–Year 2.

### EAL Pathway B: Mid immersion (Years 3–8\*)

Mid immersion language learners have experience of the social use of language that they can use in their learning at school.

A student located on EAL Pathway B typically has 7–12 years of informal learning in their first or other languages. Some have yet to experience formal schooling, while others may have experienced formal learning for up to seven years (which may be in L1, another language or with English as the medium of instruction).

EAL learners with little or no English proficiency and less than two years of formal learning and limited L1 literacy experience will begin this pathway at Level BL, before moving to Level B1. Learners with prior experience of formal learning but no proficiency in English begin at Level B1, and move through Levels B1, B2 and B3, related to the expectations of language use in Years 3–8.

### EAL Pathway C: Late immersion (Years 7–10\*)





Late immersion language learners have a wider understanding of themselves and their relations with others in different social contexts and are capable of understanding abstract ideas and relationships in their experience and learning about the world.

A student located on EAL Pathway C has 11–16 years of informal learning, and has usually experienced 5–10 years of formal schooling (in L1, another language or with some English as the medium of instruction).

EAL learners without prior formal learning and limited L1 literacy experience will begin this pathway at Level CL, before moving to the other levels. Learners with prior experience of formal learning but no proficiency in English will begin on Level C1 and move through four Levels – C1, C2, C3 and C4 – which reflect the expectations of language use at Years 7–10.

\*The overlap in year level ranges allows for teacher discretion in considering the individual experiences and circumstances of each student when locating them on a particular pathway.

Pathway C: Late immersion (Years 7–10)	Level CL	Level C1	Level C2	Level C3	Level C4
Pathway B: Mid immersion (Years 3–8)	Level BL	Level B1	Level B2	Level B3	
Pathway A: Early immersion (F–Year 2)		Level A1		Level A2	

	no or limited levels of literacy in English and first language
	beginner levels of English proficiency
	emerging levels of English proficiency
	consolidating levels of English proficiency

## Language Modes

The three language modes are the same as in the English curriculum:

- **Reading and Viewing** involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and digital texts. It encompasses reading and viewing a wide range of texts and media, including informative and persuasive texts as well as texts that are appreciated for their artistic or entertainment value. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading, to assist with comprehension and interpretation.
- **Writing** involves students in the active process of conceiving, planning, creating, producing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or circumstances, both formal and informal, to express and represent ideas and experiences, and to reflect on these ideas and experiences. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English (SAE). Students develop the metalanguage (language for talking about language) to discuss language conventions and use.
- **Speaking and Listening** refers to the various formal and informal ways spoken language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate spoken language for particular

audiences and occasions, including elements of presentation such as body language and use of voice. It also involves the development of aural skills such as active-listening strategies and an understanding of the conventions of different spoken texts.

## Strands

Within each language mode, the content descriptions are grouped into strands:

- **Communication** focuses on communicating in spoken and written English for social and academic purposes, and the meanings that learners interpret and convey.
- **Cultural and plurilingual awareness** focuses on understanding and using the cultural conventions of spoken and written communication in Standard Australian English – including the relationship between text and context, and audience and purpose – and drawing on the knowledge and resources of students’ first languages and cultures to negotiate communication and enhance learning.
- **Linguistic structures and features** focuses on control over the structures and features of spoken and written English, at the levels of word, sentence and whole text. Linguistic structures and features of texts include an understanding of the genre, form and language conventions selected by authors to convey meaning.

## Achievement Standards

In EAL, students progress along a curriculum continuum consisting of three pathways. Each pathway provides an achievement standard for each language mode at each level.

The EAL pathways and levels provide appropriate entry points for learners, as determined by a diagnostic interview. The ‘Diagnostic interview’ resource on the [VCAA website](#) provides teachers with guidance about how to determine the relevant EAL pathway and level for individual students.

See the EAL resources on the [VCAA website](#) for examples of ‘Profiles of EAL learners’ at each level and ‘Sample progressions through the EAL Pathways’.



# Learning in EAL

The language modes and strands of the EAL curriculum are interrelated and learning in one often supports and extends learning in the others. Each content description has been placed in the mode and strand related to the major focus of its learning. Classroom contexts that address particular content descriptions will necessarily draw on more than one of these modes and/or strands in order to support student learning. For example, students will learn new vocabulary through listening and reading and apply this knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

## Relationship to other curriculum areas

EAL students start at different entry points on Pathways A, B and C, depending on their different stages of immersion in English and their previous knowledge, education and first language(s) experiences. There will also be distinct differences between them in their first language, their literacy and their socio-cognitive development, and in the linguistic resources that they are able to draw on.

Individual differences between students and their learning contexts mean some EAL learners may match the performance of their non-EAL peers in highly contextualised curriculum areas and topics, even in the early stages of EAL learning. This may be the case in curriculum areas where learning and demonstration of learning is not dependent on the extensive use of language. Matching peer performance in more language-intense curriculum areas and topics will take longer.





The following diagram illustrates how the language intensity of different curriculum areas relates to a student's progress through the EAL pathways and levels. In some curriculum areas, the knowledge and skills are relatively concrete and the language intensity is less, so EAL students can more quickly move towards matching the achievements of their non-EAL peers. Other curriculum areas require greater language intensity, and this means it will usually take longer for EAL students to match the performance of their peers in these areas.

While this is a general pattern, the individual interests, prior learning and experiences of different EAL learners means that there can be different patterns of progress.

Level of English proficiency required for EAL students  
to achieve at equivalent levels to their peers  
in various curriculum areas

		e.g. PE, Maths, Visual Arts		e.g. Science, Geography		e.g. English, History
<b>Pathway C: Late immersion (Years 7–10)</b>	Level CL	Level C1	Level C2	Level C3	Level C4	
<b>Pathway B: Mid immersion (Years 3–8)</b>		Level BL	Level B1	Level B2	Level B3	
<b>Pathway A: Early immersion (F–Year 2)</b>			Level A1		Level A2	

lesser language intensity ←————→ greater language intensity

-  no or limited levels of literacy in English and first language
-  beginner levels of English proficiency
-  emerging levels of English proficiency
-  consolidating levels of English proficiency

## English as an Additional Language: Pathway A, Levels A1–A2 (by Mode)

Level A1	Level A2
<b>Reading and Viewing</b>	<b>Reading and Viewing</b>
<b>Communication</b>	<b>Communication</b>
Read some words and short phrases in everyday signs and labels, and familiar words in context, such as familiar names, some letters, some common signs and logos, basic numbers (1–10)	Read well-known words or phrases, such as 'Tuesday' or 'Once upon a time', in new contexts
Read familiar texts aloud with the teacher	Read back own writing or own sentences scribed by another
Read own writing or a simple text written by the teacher, such as a text about a shared experience	Read a range of topic-related texts, including informative, imaginative and persuasive texts, with support
Read short, previously learned texts, such as simple rhymes, songs, repetitive texts	Obtain information from simple diagrams or graphs
Follow simple written texts read aloud	Understand main ideas and recognise characters in an illustrated story read aloud
Understand some main ideas in a simple class story read aloud, supported by illustrations	Recall factual information from texts read and viewed in class
Show comprehension through appropriate activities, such as sequencing pictures, dramatising a story, painting or drawing characters	Retell main events in sequence, with guidance and prompts from the teacher
Show a personal response to a text; for example, look at or read a book in their own time, role-play, draw a picture	Respond to texts through art, drama, movement and music
Identify familiar words and simple sentences and match them to illustrations	Demonstrate understanding of new texts and respond to them; for example, read along with repetitive sections or predict what comes next
Identify characters in a narrative	Ask questions, retell and talk about texts read and viewed in class, or give factual information from texts read and viewed in class; for example, tell who does what and why
	Talk about features of a story or poem that have personal appeal, such as fantasy elements, favourite characters, interesting words or phrases
Use illustrations to discern the storyline of a text and predict individual words in texts about familiar topics	Use knowledge of context, text structure and language to understand literal and inferred meanings, such as when the qualities of a character are introduced in a text
	Employ a range of reading cues, such as illustrations, to help predict meaning
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>
Show awareness that written and visual texts are created to share a message	Identify texts as factual or fictional, and make comparisons using, for example, topics, content, layout, illustrations
Understand the direction of English text (left to right, top to bottom, front to back)	Identify the basic purpose of a new text
Understand that print contains a consistent message; for example, indicate when the ending of a well-known story varies	Understand how different types of images in factual and imaginative texts contribute to meaning
Participate in shared reading activities, such as whole-class reading of a repetitive 'big book'	Express opinions about the actions of key characters
Focus during group reading activities	Participate in simple group activities based on shared texts
Select books to look at or read independently	
Identify purposes for reading, such as reading for enjoyment and reading for information	Understand how texts may reflect a variety of cultural beliefs, practices and views

Level A1	Level A2
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Recall or repeat familiar or favourite parts of a text using memory or L1 resources	Relate something from a text to own experience, for example, by commenting or by identifying with the characters in a story
Use simple dictionaries and word charts	Locate words in a bilingual dictionary or in class word lists
Recognise that everyday texts are meaningful; for example, ask the teacher to read a sign aloud	
Distinguish Roman script from non-Roman script	
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Recognise and explore different types of texts (print, digital and visual)	Identify stories, lists, poems and songs when reading or listening to text read aloud
Understand and explore the basic features of different texts, including visual texts	Identify and compare differences in text genres such as recount, report, procedure, narrative
Understand and use metalanguage for elements of book layout and aspects of reading, such as word, letter, page, title, cover	Use texts purposefully; for example, follow simple procedural texts, find basic information in texts, locate specific information in a known text, use a simple contents page or index
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Rely on content words to understand the main idea in a text	Focus on both content and functional words (such as 'the', 'and', 'as', 'in', 'of') to understand the main idea in a text
	Recognise the ways in which new and already known information is presented in sentences
	Use developing knowledge of English to predict some words or phrases
	Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue
<b>Word knowledge</b>	<b>Word knowledge</b>
Recognise some familiar, personally significant words (such as own name, peers' names, 'Today is ...') in context	Sequence words or phrases in a familiar sentence
Recognise some familiar vocabulary (mainly content words) in a supported context such as shared reading or teacher-led discussion	Recognise familiar words and collocations (such as 'the big bad wolf') in different contexts
Identify repetitive words or phrases in known texts	Read frequently heard phrases fluently (such as 'and then' and 'and he said')
	Recognise some common prefixes and suffixes (such as 'un-' and '-er') and how they change the meaning of words
<b>Grapho-phonics</b>	<b>Grapho-phonics</b>
Recognise and name some letters of the alphabet	Recognise the difference between upper-case and lower-case letters
Identify common letters in different words consistently; for example, point to all the 't's in a sentence	Recognise and name all letters of the alphabet
Relate some letters of the alphabet to sounds; for example, relate some vowels to their usual or common sounds	Relate most letters of the alphabet to sounds
Decode known and unknown words using initial sounds and other early decoding skills	Recognise beginning, middle or final sounds in words
	Understand that a letter can represent more than one sound
Show awareness that words are separated by spaces, such as by pointing to words or counting words	Recognise that full stops and question marks break up text; for example, pause appropriately when reading
Identify some sounds in words	Use knowledge of letters and sounds to read a new word or locate key words

Level A1	Level A2
Recognise some common letters and letter patterns in words; for example, refer to letter charts, other books or texts	Recognise some common syllables and patterns within words, such as 'in', 'on', 'ing'
Recognise the function of capital letters and full stops	Read familiar texts with some fluency, such as with appropriate pauses and intonation
Follow text with finger while reading	Sub-vocalise when reading silently
Adopt the teacher's intonation patterns when reading familiar texts	Recognise rhyming words
	Match a range of familiar spoken words with written words
<b>Achievement Standards</b>	<b>Achievement Standards</b>
<p>At Level A1 students read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts. These texts may be handwritten, printed and/or digital.</p> <p>Students read in context some familiar words, phrases, logos, numbers, and signs. They complete simple, structured activities such as sequencing sentences and pictures. They show early understanding that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds commonly related to some letters and letter groups. They recognise some basic features of texts, including text directionality and page order directionality, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts.</p>	<p>At Level A2 students read and respond to a wide range of familiar texts. These texts may be handwritten, printed and/or digital. Students predict, ask questions, retell and talk about texts read and viewed in class. With support, they read a range of topic-related classroom texts. They can read familiar texts with some fluency. They read back their own writing or own sentences scribed by another. They use texts purposefully, following simple procedural texts and finding basic information in texts. They discuss simply the events in texts and characters' feelings and actions. They identify the purposes of familiar text types including catalogues, guides, simple stories and factual texts. They use their developing knowledge of context, sound-symbol relationships, word patterns and text structure to read simple familiar and unfamiliar texts. They interpret simple diagrams and identify the layout of a range of text types.</p>

Level A1	Level A2
<b>Writing</b>	<b>Writing</b>
<b>Communication</b>	<b>Communication</b>
Copy well-known symbols, words, phrases or short texts, such as 'Today is Monday'	Imitate familiar texts using similar vocabulary, repetitive patterns, content or characters
Write simple sentences related to own experience or school context	Write everyday texts and simple short stories, recounts and factual texts, based on own and shared class experiences
Write a simple text that fulfils a function, such as a simple description, recount, procedure	Write for a 'real task'; for example, write an invitation to a birthday party
Illustrate a simple text, for example, to relate an ongoing activity, to give additional information, to retell a simple story	Initiate writing for own particular purposes, such as to label drawings, make a birthday card or write a recount about a recent experience
Write a caption or label for an illustration	Write beyond the immediate environment and beyond known language, only if patterning and modelling has been provided by the teacher
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>
Respond to the terms 'writing' and 'drawing' appropriately	Identify text type appropriate to the purpose, such as a story, a list, a procedure or a report
Show awareness that spelling is consistent; for example, copy words carefully, ask how to spell a word, ask for a word to be written so it can be copied	Describe the purpose of a text, such as to inform, to describe an event or to tell a story
Choose a topic to write or draw about	Demonstrate an understanding that written texts usually need to be planned, edited and presented
	Use pictures, drawings or graphic organisers to develop a simple plan for writing
Contribute ideas, words or sentences to a class or group shared story	Write simple sentences with less reliance on copying
Handwrite, draw or choose materials with particular care when writing for special purposes, such as 'publishing' a story, making a birthday card	Edit and re-draft writing using simple strategies
Re-read own texts or sentences written by another	Read own writing aloud to check meaning
Recognise the importance of accurate reproduction of letters and words	Use a range of writing implements and writing styles for different purposes, such as creating work for display, writing a first draft on a computer, making a poster
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Use some conventions from L1 script, such as writing right to left, or using letters or symbols from L1	Model writing on other texts; for example, use words, phrases or sentence patterns from a teacher-modelled or favourite story or L1 text
Use some L1 words and words copied from various sources such as labels, signs and word lists	Create and use a bank of known words appropriate to the level of own writing, some listed with L1 equivalents
Use invented spelling that may draw on L1 sounds or on own pronunciation	Show interest in patterns of spelling; for example, ask how to write new words, and sometimes compare them with L1 forms and meanings
Ask for the meaning of a word in L1, or ask for word to be written so it can be copied	Use a range of resources (such as simple dictionaries, vocabulary lists, modelled texts, familiar books and everyday print, spellchecker on computer) to find words or phrases needed for own writing or to check spelling
Understand some terminology of writing (such as 'word', 'letter', 'sentence', 'space', 'full stop') in English and/or L1	

Level A1	Level A2
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Use a very simple text structure repeatedly	Use a simple framework to write a particular text type, such as a recipe or a report
Label drawings of everyday personal activities using language learnt in the classroom, such as 'live here', 'play', 'study'	Use a variety of simple text structures, such as a title, an opening, an ending, a caption
Show evidence of layout or planning in writing, for example, place text appropriately on a page, leave space for a drawing	Reflect the vocabulary and structure of spoken English in written texts
	Link sentences using common conjunctions and connectives, such as 'but', 'after', 'when'
Use illustrations to provide more detail in a written text	Use a small range of words such as the definite article ('the') and pronouns ('I', 'you', 'it'), with some accuracy in short written texts, to refer to items already mentioned; for example, 'Once there was a monster. The monster was hungry. It eats my lunch.'
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Write simple repetitive modelled sentences, such as 'I like ...', 'I went to ...', 'Today is ...'	Write sentences based on simple repetitive, modelled patterns (such as 'I went ...'), with less reliance on copying
Write sentences or phrases that reflect own oral structures, such as 'go to school', 'go home', 'come from'	Write repetitive patterns to produce longer texts, such as 'I like ..., and I like ...'
	Use some common imperatives appropriately, such as 'Draw', 'Cut', 'Stop', 'Run', 'Mix the ...', 'Cook the ...'
Use some common noun–verb and adjective–noun combinations	Use some common irregular past tense verbs correctly, such as 'went' and 'saw'
Write run-on sentences, such as 'At school teacher teach us we work we play'	Use a mixture of tenses within one text
	Write common nouns and adjectives in the correct order in formulaic structures
<b>Word knowledge</b>	<b>Word knowledge</b>
Write some high-frequency words related to personal experience and school context	Use high-frequency words encountered in classroom activities
Write less familiar words with an initial letter or several letters, such as 'bk' for 'book'	Use some subject or content area vocabulary
<b>Grapho-phonics</b>	<b>Grapho-phonics</b>
Use some conventions for printed English, such as left to right and top to bottom	Use upper-case and lower-case letters appropriately
Use appropriate letter size, spacing and letter formation; for example, leave spaces between groups of letters or between words	Write legibly
Produce upper-case letters, lower-case letters and numbers	Spell high-frequency words correctly, including words with regular and irregular spelling components
Write repeated letters and numbers the same way; for example, produce recognisable letters with some consistency when copying	Spell one- and two-syllable words with common letter patterns
Spell with accuracy some consonant–vowel–consonant words and common words learnt in the classroom	Use sound or visual features of words to attempt own spelling, such as 'vae' for 'very'; 'ar' for 'are'; 'perpl' for 'purple'
Experiment with some familiar punctuation, such as full stops, and capital letters for names	Use some punctuation consistently, such as full stops, question marks, commas
	Demonstrate understanding that a sentence usually starts with a capital letter and ends with a full stop
Use conventional pencil grip when forming letters and numbers	Adjust size of writing, colour, layout and choice of media to support meaning
Use basic keyboard skills to write personally significant words and simple modelled sentences, such as writing own name or 'I went to the park'	Use keyboard skills to write short, simple texts

Level A1	Level A2
<p><b>Achievement Standards</b></p>	<p><b>Achievement Standards</b></p>
<p>At Level A1 students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing, showing evidence of a developing understanding of the writing process. They contribute to shared writing activities. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. They write and draw for a particular audience and, with support, produce simple descriptions, recounts and procedures. Students' writing reflects their oral structures, and they link ideas using basic conjunctions. They show awareness of the need for basic punctuation. They demonstrate knowledge of some sound-symbol relationships, and show evidence of some basic planning. They model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists. They form letters and place text appropriately on the page. They use basic features of word-processing software to write and present their texts.</p>	<p>At Level A2 students communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They attempt to spell new words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find how to write new words. They write letters legibly and make some changes to their texts when editing. They use more advanced features of word-processing software to write and present their texts.</p>



Level A1	Level A2
<b>Speaking and Listening</b>	<b>Speaking and Listening</b>
<b>Communication</b>	<b>Communication</b>
Demonstrate attentive listening behaviour; for example, employ strategies such as watching and listening to what other students are doing, following the speaker, watching the teacher's face	Demonstrate active listening and follow speech
Listen to a longer text with visual support, such as instructions for and demonstration of an art activity	Predict meaning from context, such as predicting the meaning of an unknown word in a conversation
Negotiate simple social or learning activities by suggesting, initiating or directing, such as by saying 'Play football?' and 'Stop that!'	Initiate and manage interaction through conversational formulas, such as 'Sorry, you help me?'
Ask for attention or assistance from the teacher or a friend, for example, to check understanding or ask for repetition	Negotiate familiar social and learning situations using language appropriate to the situation, such as explaining a problem to a teacher, negotiating the rules of a game with a friend, participating in a class discussion, describing an object, ordering at the school canteen
Make simple requests or express basic needs using learned sentence patterns or two- or three-word utterances, such as 'May I have a drink, please?' and 'It's home time. Go now?'	Participate in short, structured social interactions, such as exchanging basic information about family or school
Follow simple instructions (such as 'Shut the door') in familiar school routines, relying on key words, non-verbal language and context	Follow a short sequence of instructions related to classroom procedures or learning activities, for example, follow book borrowing procedures, follow rules for using the class computer, order information from a short spoken text using pictures
Identify single items of information from short spoken texts, pictures or diagrams in a known context, such as number, colour, name	Identify key points of information from short spoken texts with reduced visual support
Respond to questions with a single word or phrase but make longer utterances by substituting words in known sentence patterns	Understand key information after viewing media such as TV shows or age-appropriate movies
Check on understanding of simple, familiar instructions and routines; for example, Teacher: 'It's playtime.' Student: 'Go outside?'	Negotiate activities with peers in small group tasks, such as suggesting, agreeing, disagreeing or clarifying
Question to check meaning, to clarify or to confirm; for example, Teacher: 'Stick it in your book.' Student: 'Language book?'	Participate in classroom discussions about familiar topics or new topics that are well supported by visual material and/or scaffolding provided by the teacher
Expand on basic personal information when prompted, supported and given adequate time, such as 'My name is ...' or 'I come from ...'	Give a short presentation to a group on a familiar topic, such as sharing or recounting a personal experience
Participate in simple and familiar songs, rhymes and chants	Listen to a story and then retell or sequence the story using pictures
Rehearse or role-play using formulas or short exchanges, such as role-playing popular stories or songs (for example, 'Little pig, little pig, let me in.')	Participate in class performances of songs, poems and rhymes
	Describe a series of events or actions
	Express ideas, humour and simple opinions, and describe feelings; for example, 'I am very happy'
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>
Understand when a response is required and attempt to respond either non-verbally or using known words	Use a repertoire of common classroom formulas such as 'Just a minute', 'Give me hand', 'Be quiet, please', 'Can I have a paintbrush, please?'
Respond appropriately to comments with simple non-verbal language, or indicate non-comprehension, such as by smiling when greeted, or shaking or nodding head in response to questions	Interrupt to ask a speaker to repeat or speak slowly, such as by asking 'Say again, please'
Use non-verbal language (such as nodding, smiling, laughing, gesturing) to sustain interaction with others	Initiate and maintain simple conversations, incorporating courtesy formulas such as for turn-taking and leave-taking
Recognise that some particular words, gestures and intonations may be appropriate or inappropriate in certain contexts	

Level A1	Level A2
Use acceptable social formulas and gestures and interact appropriately in context, such as by saying 'thank you', 'excuse me', 'please'	Adjust speech to audience and purpose, such as when giving a talk, speaking to a friend or adult, making an apology
Interact appropriately by copying the actions of other students	
Respond to conversation breakdown by repeating, re-pronouncing or self-correcting key words	
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Distinguish English from other languages	Transfer knowledge of spoken discourse patterns from L1 to English, with some issues of cultural appropriateness, for example, calling the teacher 'Teacher' rather than using their name or title
Respond to interaction, such as responding in L1 and/or English when asked a question	Use sentence patterns from L1 to communicate ideas, for example, 'the house white' and 'I very like swimming'
Check understanding of classroom conversations or instructions by asking other L1 speakers to clarify	Ask for translation of specific words from other L1 speakers
Use L1 phonological features	
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Engage in simple, short dialogues and initiate short utterances using a range of formulas appropriate for different purposes and functions, such as 'What's the time?', 'Oh, no!', 'Very good!'	Identify a number of spoken text types and forms, such as stories, poems, plays
	Use common sequence markers to link ideas in speech, such as 'first', 'next', 'and then', 'after that'
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Use single-word or phrasal responses to questions, such as 'Yes' and 'No, I don't know'	Combine known formulas, structures and other vocabulary to communicate; for example, 'Yesterday I went to the swim'
Use 'telegraphic' speech patterns, where function words may be omitted or not used correctly; for example, 'Me go to shopping and buyed many thing'	Recognise questions or statements through word order and vocabulary, as well as through intonation, such as 'Do you ...?', 'Can anybody ...?', 'Anybody can ...'
Use learned phrases in play, such as 'Give me', 'Stop it', 'I don't like'	Use 'who', 'when', 'where', 'how' and 'why' question forms
Create original utterances by substituting new words in learned patterns or formulas, such as 'It's home time. It's go time.'	Use correctly some forms of the verbs 'to be' and 'to have', such as 'Her name is Maria'
Construct simple subject-verb-object sentences, largely using present tense; for example 'We buy house'	Apply some grammatical rules but may overgeneralise for irregular forms such as formation of plurals ('mouses') and past tenses ('swimmed', 'buyed')
Understand the tense of statements or instructions, mostly through time references, such as 'We went yesterday', 'Tomorrow we will go', 'Now we can eat lunch'	Use correct verb and noun endings with some consistency, such as '-ing', '-ed', '-s'
Use grammatical patterns to create new forms of words, such as 'played', 'eated', 'goed'; 'to the farm', 'to the Australia'	Use modality to express possibility or obligation, such as 'must', 'should', 'might'
Express negation using 'no' or 'not'; for example, 'I no like vegetable' and 'I not go'	Express simple negation correctly, such as 'don't' and 'can't'
Demonstrate variable placement of common adjectives to describe or add emphasis, such as 'big truck' and 'car blue'	Understand phrases describing place or location, such as 'over here' and 'next to the chair'
Understand gender in common pronouns ('him', 'her') and possessive adjectives ('his', 'her')	Regularly use correct possessive pronouns, such as 'his', 'her', 'its', 'our', 'their', 'my'
	Regularly use correct personal pronouns, such as 'I', 'me', 'he', 'him', 'she', 'it'
	Use common prepositions, such as 'in', 'at', 'on', 'near'

Level A1	Level A2
	Understand some common phrases or clauses in both their full and contracted forms, such as 'I'm' and 'I am'; 'you're' and 'you are'
<b>Word knowledge</b>	<b>Word knowledge</b>
Borrow key words from previous speaker, such as Student 1: 'Do you want to play chasey?' Student 2: 'Yeah, play chasey.'	Identify key words and ideas from short, familiar spoken texts supported by context
Recognise and use words from lexical sets related to immediate communicative need, interest or experience, such as colours, numbers, days, months, other family- and school-specific word sets	Use words from lexical sets related to topics of conversation, such as words for favourite foods or pastimes
	Use words learnt from written texts, such as by asking what a word means ('I don't understand. What's "fete"??')
	Apply learned vocabulary to subject-based topics
<b>Phonology</b>	<b>Phonology</b>
Imitate pronunciation, stress and intonation patterns, such as those found in stories, songs, rhymes	Identify and produce phonemes in blends or clusters at the beginning and end of syllables
Recognise ways intonation is used to enhance meaning or to distinguish statements from questions	Understand that intonation, volume and stress affect spoken interaction; for example, modifying their own pronunciation appropriately
Use intelligible pronunciation but with many pauses and hesitations	Repeat or modify a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others
	Employ communicative strategies (such as the use of intonation or gesture) to enhance meaning
<b>Achievement Standards</b>	<b>Achievement Standards</b>
At Level A1 students communicate in basic English in routine, familiar, social and classroom situations. They follow and give simple instructions; exchange basic personal information, and negotiate well-known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others and the context. They use simple learned formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short 'telegraphic' structure, simple subject/verb/object construction and overgeneralisation of rules. They use some basic communication and learning strategies to participate in and sustain interactions in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as picture cards or illustrations to help them communicate.	At Level A2 students communicate in an expanding range of predictable social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audience and topic. They combine known conversational formulas and vocabulary, including some from texts read in class, and apply some grammatical rules to make original utterances of varying grammatical accuracy. They sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly, or asking what a word means.

## English as an Additional Language: Pathway B, Levels BL–B3 (by Mode)

Level BL	Level B1	Level B2	Level B3
<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>
<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>
Read some everyday signs and labels, such as words, signs, letters, numbers	Understand common signs and labels in the classroom and school environment	Follow simple instructions and questions in printed or digital texts, such as 'Fill the ...', 'Measure the ...', 'Record the ...', 'How many ...?'	Skim a text to identify the topic and predict what the text is about
Read own writing or text written by a teacher	Read aloud simple sentences from sample student writing	Read simple, unfamiliar informative, imaginative and persuasive texts, with support	Scan familiar types of texts to extract specific details
Acquire information from simple illustrations, with teacher direction and support	Acquire some information from illustrations, tables, simple maps, graphs or diagrams	Acquire information from illustrations, tables, maps, graphs or diagrams	Recall and summarise the main ideas in short fiction and non-fiction texts
Understand some familiar words in different contexts; for example, recognise a friend's name on a birthday calendar	Use key words to understand the main idea in short texts	Make and substantiate predictions about likely events or sequences when reading or listening to a text read aloud	Interpret and explain information from diagrams, graphs, charts or timetables
Read simple, familiar texts with assistance	Retell ideas from short, familiar factual or fictional texts	Retell ideas and events from familiar texts, informative texts or texts on a familiar topic	Follow a series of task instructions with some detail, such as when making a geometric shape or setting up an experiment
	Identify the main ideas in a range of new texts, with some support		Access, interpret and evaluate information from a range of written, visual and multimodal texts
Read a short text (such as a rhyme, song, repetitive text) learnt independently	Understand a range of simple texts based on predictable language structures and vocabulary	Identify the main idea in a text; for example, give a story a new title, match titles to texts read or movies viewed	Demonstrate understanding of the main storyline and most key information when retelling, paraphrasing or answering questions about an imaginative text
Participate with key repetitive phrases or choruses in shared reading activities	Recall the sequence of key events in narratives, recounts and other texts	Recall the sequence of all events in narratives, recounts and other texts	Identify, compare and contrast details in texts
	Demonstrate understanding of simple factual or fictional texts by performing a task such as following written instructions, dramatising, drawing, answering simple questions, indicating true/false statements, sequencing information	Use diagrams, graphs or pictures to help interpret meaning	Classify information from texts under appropriate headings
Participate in activities around class texts; for example, sequence pictures in order	Participate in simple group activities on shared texts, with some support	Express a personal response to an imaginative text or elements of the text; for example, express a point of view about a character's actions	Compare some details in texts, such as characters, complications, resolutions
	Provide responses to texts read; for example, talk about a favourite page, indicate names of characters, describe an incident	Identify and name major and minor characters in a narrative	
		Describe the feelings of a character in simple terms	Draw basic inferences from texts
	Predict when reading a simple text supported with visual cues, such as by using picture or letter–sound cues		Discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level
Review familiar texts to increase accuracy and fluency and to enhance understanding	Imitate teacher modelling when reading familiar texts aloud; for example, use similar emphasis, intonation and repetition		

Level BL	Level B1	Level B2	Level B3
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>
Show awareness of the purpose of some everyday signs and labels, such as classroom charts and stop signs		Identify fiction books (differentiating them from non-fiction) by looking at the cover, title and illustrations	Read for information or recreation in or out of the classroom
Show awareness of the directionality when reading in English	Scan the text to determine the purpose and difficulty of the text, with some support	Gauge readability of a new text by sampling; for example, look at captions, look at diagrams, scan for known words	Talk about the emotions and motivations of characters in narratives
Show awareness that all texts (including picture books, class writing, diaries) convey meaning	Identify basic purposes and likely audiences of different text types (such as newspapers, books, catalogues); for example, answer simple questions like 'Is this for children?'		Compare organisation of information in texts such as procedures and explanations
Respond to and engage with an increasing range of texts about familiar and new content; for example, demonstrate enjoyment through drawing characters from a text	Understand that people read texts for a variety of purposes		Identify unfamiliar cultural references, for example, by asking 'What's a bunyip?'
Understand that printed words contain a consistent message			Identify social and literary stereotypes, such as villains and heroes
Show an interest in books, focusing on illustrations			Engage with culture-rich texts, identifying social, cultural and literary references and stereotypes
Show an interest in borrowing books			Link the purpose of a text with its organisation and/or structure, by matching the purpose of a text with key words, phrases or headings
Hold and manipulate books appropriately			
<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>
Distinguish Roman script from non-Roman script	Recognise the difference between texts in English and texts in other languages	Compare own country of origin and cultures when reading, such as 'In my country ...' or 'When I ...'	Compare, contrast and evaluate aspects of a text in English, with a comparable L1 text
	Engage with culture-rich picture books that reflect a variety of cultural beliefs, practices and views	Express personal point of view about a character's actions and speculate on own feelings and actions in a similar situation	Discuss a text by relating ideas in the text to personal experiences or previous learning
	Relate aspects of a narrative to own experience (such as relating to a character)	Identify and explain aspects of a text that relate to own L1 experiences	
Use simple dictionaries and word charts	Experiment with using a picture or simple English dictionary and/or an L1–English bilingual dictionary to find words	Use a simple English dictionary or class word list to find words, and/or check L1–English bilingual dictionary for meanings	Use an accessible English dictionary to check the meaning of new words, and/or check meanings in an L1–English bilingual dictionary
Select suitable books to read, on the basis of, for example, familiar English content, illustrations, size, amount of print and layout, with teacher support	Select suitable books to read, on the basis of, for example, familiar English content, illustrations, size, amount of print and layout	Engage with a range of culture-rich texts that reflect a variety of cultural beliefs, practices and views	
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Recognise and explore different types of texts (print, digital, visual, multimodal)	Identify and compare differences between text types (such as recount, report, procedure, narrative)	Identify informative, imaginative and persuasive texts when reading text or listening to text read aloud, through text structure and characteristics, and intonation	Use the contents page, index, glossary and headings to find detailed information

Level BL	Level B1	Level B2	Level B3
Understand some basic conventions of book layout, such as the role of illustrations, titles, headings, diagrams	Retell the sequence of key words, phrases or texts in a familiar text	Recognise some features of common text types, such as by identifying subject matter, illustrations, computer menu items, layout	Understand and use the appropriate metalanguage to talk about the structures and features of a text, such as 'chapter', 'index', 'orientation', 'pronouns', 'conjunctions'
Understand and explore the basic features of different texts	Identify the difference between factual and fictional texts, through language, layout or topic	Make links between the purpose of a text and its organisation	Locate a topic sentence to identify the main idea in a paragraph
Distinguish between written text and illustrations	Locate specific information in a shared-reading text	Understand the relationships between events or ideas that are expressed by common cohesive devices such as 'after that' and 'because'	Understand the relationships between sentences in a paragraph, for example, by re-ordering sentences in a paragraph
Understand that information is given in titles and headings, and that illustrations and diagrams also provide information	Organise simple sentences under headings	Identify important features of text organisation, such as chapters, paragraphs, topic sentences, computer menu items	Understand the cohesion of ideas between and within paragraphs, making use of cohesive devices such as conjunctions (for example, 'then', 'next', 'first', 'after') and pronoun references
Use text organisational features (such as headings, labels, diagrams, contents lists) to find some information in texts, with teacher support	Use text organisational features (such as headings, labels, diagrams, contents lists) to find some information in texts, with some teacher support	Locate information in texts using organisational features (such as headings or diagrams), with limited teacher support	
	Use some of the terminology of reading, such as author, title, letter, word, sentence	Follow text using a range of conventions of organisation/layout, such as paragraphs, chapters, captions, columns, web pages	
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Sequence words to make simple sentences	Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar, such as 'The dog ate the bone.'	Read texts that contain compound and complex sentences	Follow the meaning of complex sentence patterns, such as 'He heard the explosion that wrecked the car'
Use simple present and past tense verb forms to talk about ongoing, current and past actions	Identify simple present and past tense verbs	Use knowledge of simple tense and negation to interpret the meaning of written text	Follow ideas, making use of a range of conjunctions (such as 'then', 'next', 'first', 'after') and reference items such as pronouns
Use some high-frequency adjective–noun and verb–adverb combinations, such as 'big ball' and 'run fast'	Use knowledge of base words to read new forms, such as 'walk, walked, walks'	Use knowledge of sentence structure to predict words or to self-correct	
<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>
Recognise some personally significant words in context, such as names	Identify repetitive words and letter patterns in sentences or phrases	Apply knowledge of letter–sound relationships to read new words with some support	Use knowledge of sentence structure and content to deduce the meaning of unfamiliar words
Recognise some common words or phrases, such as those from charts, labels, books	Read some familiar words and phrases (such as words from a high-frequency word list, and sentence starters such as 'Once upon a time ...' and 'Today is ...') in new contexts	Read some common words or familiar phrases, such as 'next to the' and 'she said'	
Match familiar words and simple sentences to pictures	Match familiar spoken words to written words	Follow pronoun references for people and things, such as 'The dogs ... They ...'	Recognise how relationships such as cause and effect and comparison are signalled by words and phrases (for example, conjunctions such as 'because' for cause and effect relationships, and 'like' and 'different from' for comparisons)
Use key words to understand familiar written and aural texts			
Build a sight vocabulary that draws on things such as words of interest and topic words	Build a sight vocabulary that draws on things such as words of interest and topic words		
<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>
Recognise the upper-case and lower-case letters of the English alphabet	Recognise and identify letters and their sounds	Use knowledge of common letter–sound patterns, such as 'ing' and 'sh', to enhance fluency	Apply knowledge of letter–sound relationships to read new words in new text types

Level BL	Level B1	Level B2	Level B3
Make links between letters and sounds, following explicit instruction and with allowance for extra time	Identify common syllables and patterns within words	Sequence sentences from known texts or a text on a familiar topic or experience	
Recognise and name the letters of the alphabet	Recognise familiar words and sounds in new and different contexts	Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue	Follow direct and indirect speech
Relate most letters and some letter groups to sounds	Use some word attack skills to decode; for example, use initial letters and common letter patterns	Adapt speed when reading an unfamiliar text, such as by reading word by word and clarifying, if the meaning breaks down, by pausing, re-reading and/or reading on	Read on when encountering unfamiliar words
Locate a word beginning with a particular letter	Recognise the function of capital letters and full stops, and use them, for example, by pausing at a full stop when reading		
Identify common letters consistently, for example, by pointing to all the 't's in a sentence	Attempt to self-correct		
Use some word attack skills to identify words; for example, use initial letters and common letter patterns	Use a range of cues to support reading and viewing		
Demonstrate awareness that words are separated by spaces; for example, count words or point to words while reading	Re-read familiar texts to increase accuracy and fluency and to enhance understanding		
Demonstrate recognition of the function of capital letters and full stops; for example, by counting sentences			
Demonstrate reading-like behaviour, such as tracking with finger and turning pages			
Attempt to self-correct			
Locate letters on a keyboard			
<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>
At Level BL students read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete basic structured activities based on them. These texts may be handwritten, printed and/or digital. Students retell a simple and familiar story, and sequence a process with sentences and pictures. They show early understanding that texts are written for a variety of purposes. They show beginning understanding of the sound–symbol relationships of English. They read some familiar words and phrases in context, and recognise, can name, and know the sounds related to some common letters and letter groups. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-written features when reading. They use word lists and dictionaries to assist them to read new words.	Students working at Level B1 read short, familiar texts, based on simple language structures and features, common vocabulary and familiar contexts. They retell simply, predict likely outcomes and complete basic comprehension activities. These texts may be handwritten, printed and/or digital. Students show understanding of the basic purposes of texts, and choose texts appropriately. With support, they read and gather basic information from simple, accessible texts. They combine their basic knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of text organisation, and their emerging knowledge of English grammar as they read. They use appropriate intonation and phrasing when reading aloud, showing an understanding of the text's meaning and the function of basic punctuation. Students show a beginning understanding of the purposes of headings, labels, diagrams and contents pages.	At Level B2 students read familiar and unfamiliar texts containing predictable structures and familiar vocabulary. These texts may be handwritten, printed and/or digital. Students follow simple written instructions and questions. They identify the basic purposes of simple texts, and recognise the basic stages of common text types. They use their developing vocabulary and their knowledge of sentence structure and sound–symbol relationships to predict and self-correct. They modify intonation to differentiate questions, exclamations or dialogue when reading aloud. They follow simple time and logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. Students use simple strategies to assess text difficulty and to choose new texts to read.	At Level B3 students read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be handwritten, printed and/or digital. Students demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions, and they compare some details in texts. They demonstrate some awareness of how information is organised in English texts. They recognise the cohesive devices connecting ideas and the organisation of information in a text, and use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read new texts. They use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information.

Level BL	Level B1	Level B2	Level B3
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>
Draw pictures to communicate activities or events and orally dictate sentences for teacher to record	Write known phrases and complete short gap-completion activities around familiar language	Write simple, longer personal texts, such as letters of invitation, thanks to visitors, journal entries, emails	Sequence factual texts based on personal experience or topic areas, such as a report on an excursion or a science report
Write explanatory labels or captions for drawings, with support	Write for a 'real task'; for example, make a list, write a letter, write a story at home	Write simple descriptions of items or events, and captions for pictures or photographs	Write a range of texts covering topics across the curriculum areas, incorporating information from different sources
Use drawings, symbols, strings of letters and some words in own written work	Write simple factual texts using print and computers for a variety of classroom purposes, such as to give information, to keep records, to inform	Write simple, longer factual texts, such as reports, procedures, explanations	Use a range of graphic and visual material or techniques to support factual texts, such as diagrams, mind maps, illustrations, dot-point lists
Write some familiar words and complete simple, repetitive modelled sentences in writing, such as 'My name is ...'	Write simple texts that resemble informative reports and instructional text types, such as a short description or report on a topic of interest that has been covered in class	Add visual information to written texts; for example, add a diagram to accompany an information report	Write narrative texts that maintain a cohesive storyline and characterisation
Copy words, phrases or sentences accurately and carefully	Use additional information, such as illustrations, diagrams, story maps or lists, to support simple narrative or recount sentences	Write simple texts that present a point of view, such as a statement of opinion	Write texts that present a point of view on topics discussed in class, such as a statement of opinion
	Write simple imaginative or personal texts modelled on familiar forms and repetitive patterns, such as a journal, a weekend diary, stories	Write creative texts such as poems, dialogues, raps, based on models provided or studied in class	Write creative texts, such as imaginative recounts, descriptions, poems
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>
Show awareness that English writing consists of words formed by letters, and sentences made up of words; for example, leave spaces between words, and write from left to right	Initiate own writing for particular purposes with support, based on, for example, teacher suggestions or previous writing tasks	Write using language that is beginning to reflect the features of written language more than the features of spoken language	Use own experience and perspectives to elaborate and support a viewpoint
Contribute ideas to shared writing activities	Contribute to shared simple brainstorming of ideas and identify relevant vocabulary to be incorporated into the written work	Plan, with support, the format of a text according to its communicative purpose, such as a recipe	Plan individually and review own writing; for example, use a spellchecker to edit for accuracy, and consider alternative words for effect
Understand the difference between writing and drawing, and that writing changes according to context and purpose	Rewrite after correction, discussion or prompting; for example, delete or add words to clarify	Discuss the sequencing of events or ideas in own writing	
Create basic texts, with support and modelling	Create short, simple texts with some support and modelling	Draft a piece of writing focusing on meaning, and revise after rereading or discussion; for example, add or delete ideas, and correct simple errors in spelling and punctuation	Present work appropriately for purpose and audience
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Use L1 and/or mime to seek assistance from teachers or peers with an English word or phrase and how to write it	Develop vocabulary and phrase lists with L1 translations, or pronunciation guides	Plan before writing; for example, discuss ideas and topics in L1 or English, or write notes in a framework	Confer and cooperate in groups or pairs when planning, writing or reviewing; for example, add to information contained in the text after a discussion in L1 and English
Rely on memorisation and/or L1 to retrieve new words and structures	Translate literally from L1 to English	Use knowledge of L1 texts to form new texts from written or spoken texts; for example, base a new story on repetitive formulas from a known L1 story	Draw on L1 resources to communicate more complex ideas



Level BL	Level B1	Level B2	Level B3
Initiate and practise writing tasks; for example, copy words from everyday signs and labels; record new words in personal dictionary; practise tracing and writing letters, words or numbers, from charts or an alphabet strip	Copy words correctly from bilingual dictionary		
	Ask how to write certain L1 words in English		
	Employ a range of strategies to find the correct spelling of new or unknown words, such as referring to bilingual dictionaries, charts, other students, own spelling lists		
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Write or dictate in sentences or phrases that match oral sentence structures, such as 'go to school', 'go home', 'come from'	Sequence ideas simply, using short sentences or statements	Use heading and text formats appropriate to the task; for example, use headings to group information in a report on an animal	Organise texts in simple, logically ordered paragraphs with topic sentences
	Use modelled forms and repetitive patterns to generate and structure writing, such as 'On Saturday I ... We went ... We saw ... I went ... Then I ... And then ...'	Include an appropriate amount of information or detail for the audience; for example, include relevant details about characters, time and place	Use the text type appropriate to the task
	Organise some subject matter (such as beginning, middle, end) and write according to the structure of the text type	Use simple time sequence markers when describing a process or event, such as 'first', 'next', 'at last'	Use appropriate conjunctions to join two or more clauses, such as 'When we went to the zoo the lions were sleeping. After lunch they woke up and then they roared.'
	Attempt to write paragraphs and topic sentences		
	Use explicit and simple pronoun references, as is typical of spoken mode, to maintain cohesion and avoid repetition (for example, 'Mary came to school early. She felt very tired' and 'Yesterday the class went ... We went ...'), but with limited noun-pronoun agreement	Use pronoun references with some errors of noun-pronoun agreement, such as 'Yesterday the students in my class went ... It liked ...'	Use a range of devices to maintain cohesion
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Write sentences that may not follow standard word order, such as 'I saw a car blue'	Use simple sentences and phrases with correct subject-verb-object pattern, such as 'I read books' and 'She watch video'	Write with some errors often made by learners of English as an additional language, such as omission of articles and verb endings, and varied tenses	Use a range of sentence structures appropriate to the text, with some errors
	Use simple present or present continuous tense for a range of tenses, such as 'Yesterday teacher talking about cooking' and 'I go to beach Saturday'	Use verb endings with some consistency, such as '-ing' and '-ed'	Maintain appropriate tense throughout a text; for example, use present and past tense with reasonable consistency
	Use some irregular past tense verbs, such as 'went', 'said', 'bought'	Use correctly some forms of the verbs 'to be' and 'to have'	Use a range of negatives, such as 'can't' and 'could not'
	Use simple past tense with some consistency		
		Use simple extended noun phrases, such as 'a big, black dog'	Write using extended noun phrases, such as 'a large shark with sharp teeth'
	Use adjectives and adverbs, such as 'the blue car' or 'the car goes fast'	Use simple phrases to express basic comparisons, such as 'the same as' and 'bigger than'	Use relative pronouns, such as 'who', 'which' and 'that'; for example, 'The girl who was late had to go to the office'
Use basic conjunctions, such as 'and' and 'but', to connect ideas	Use some conjunctions, such as 'and' and 'after'	Use a number of common conjunctions to link ideas between sentences, such as 'and', 'because', 'but', 'when'	Combine simple sentences using common conjunctions; for example, 'We need trees so we should not cut them all down'

Level BL	Level B1	Level B2	Level B3
		Make expository statements using introductory 'there' and 'it', such as 'There is ...', 'There are ...', 'It has ...'	Use direct or indirect speech appropriately in context
<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>
Use high-frequency words accurately, although sometimes repetitively	Use formulaic structures, for example, time markers such as 'On Monday ...', 'First ...', 'Then ...', 'Next ...', 'After that ...', 'Last ...'	Select some descriptive vocabulary appropriate to context, such as 'huge' for 'big'	Use some colloquial and idiomatic language appropriately in texts
Use topic-specific vocabulary encountered in classroom activities	Use repetition for effect, such as 'many, many people'	Use a varied and appropriate vocabulary	Use some antonyms and synonyms
			Create mood and feeling through the selection of appropriate vocabulary
<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>
Copy or write text from left to right, and top to bottom	Spell accurately some high-frequency words encountered in the classroom, such as 'the', 'and', 'is', 'it'	Spell frequently used words and one- and two-syllable words with common patterns with increased accuracy	Spell most words accurately, drawing on a range of strategies, but with some invented spelling still evident
Show evidence of some layout or planning; for example, place text appropriately on a page and leave space for drawing	Use sound or visual features to spell words, for example, 'evry'	Experiment with more complex punctuation, such as commas, question marks, exclamation marks	
Show awareness of sound-symbol relationships; for example, represent words by their initial letter, such as 'b' for 'book'	Use basic punctuation, such as full stops and capital letters, appropriately	Use some conventions for separating ideas or sections in a text, such as starting a new idea on a new line, or a new section on a new page	
Write the same letters and numbers consistently in different tasks		Use appropriate layout; for example, use a heading for a diagram or table	
Spell a number of high-frequency words accurately			
Copy basic punctuation as part of writing work			
Use a range of drawing and writing implements, such as pens, pencils, crayons, rulers			
Demonstrate basic keyboard skills; for example, use the shift key, space bar and mouse, and use basic word-processing software	Produce written texts using a computer and pen or pencil		Gather and present information both in written text and visually using appropriate software

Level BL	Level B1	Level B2	Level B3
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
<p>At Level BL students communicate their ideas and experiences simply through writing, drawing, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They demonstrate an early awareness that written texts in English are presented according to certain conventions, which change according to context and purpose. They write simple sequenced descriptions, recounts and procedures, following models. They write or draw for specific audiences. Students' writing reflects their oral structures. They link ideas using common conjunctions and show awareness of the need for basic punctuation. They demonstrate knowledge of some sound-symbol relationships, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations and asking how to write a word. They begin to form letters and place text appropriately. They copy texts using word-processing software.</p>	<p>At Level B1 students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. Students use some of the basic structures and features common to these text types, demonstrating their beginner awareness that purpose influences the way texts are written and presented. Students' written texts incorporate the basic grammatical features of their spoken English. They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English sound-symbol relationships. They use some simple strategies for spelling words, such as checking word lists or books. With support, students plan and edit their texts, providing additional information through illustrations and diagrams. They use the basic features of word-processing software to write and present their texts.</p>	<p>At Level B2 students write for a range of purposes on familiar topics. They write simple, organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. Their writing demonstrates an understanding of the purposes of common text types, and their structures and features. Students' written texts include basic information and detail. They use a number of common conjunctions to link ideas, using pronoun references with some noun-pronoun agreement, simple phrases to express basic comparisons, and some basic punctuation. Their attempts to spell new words are plausible, and based on known sound-symbol relationships. They use a range of strategies for spelling words, checking word lists or keeping personal dictionaries. They base new sentences on known sentence structures. Students draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them. They use more advanced word-processing features to write, edit and present their texts.</p>	<p>At Level B3 students communicate for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. They write sequenced and ordered factual texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate some overall cohesion and coherence. Students can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing and proofread after a first draft has been written, improving spelling, punctuation and sentence structure. They present their writing appropriately, in print and digital forms.</p>

Level BL	Level B1	Level B2	Level B3
<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>
<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>
Demonstrate listening behaviour, attending to tone and intonation	Demonstrate active listening skills, attending to tone, intonation and visual stimuli	Initiate and maintain common social exchanges, such as by using simple conversation openers, turn-taking, leave-taking	Acquire new English from sources other than the classroom, such as media texts, friends, family
Respond appropriately verbally or non-verbally when spoken to; for example, indicate agreement or non-agreement	Ask for repetition or clarification to confirm understanding or to elicit help	Repeat another speaker's words in conversation, such as 'Where did you plant the seeds?' 'Plant the seeds in a pot.'	Use English acquired from a variety of media and conversations
	Borrow key words and phrases from others; for example, Teacher: 'Time to pack up.' Student: 'Pack up time!'	Use a repertoire of common classroom and playground language, such as 'Wait a minute', 'Be quiet please', 'My turn'	Self-correct or reformulate language to convey meaning more clearly, such as 'My mum say ...' and 'My mum said ...'
Ask for repetition, or question to check meaning, to clarify, to confirm understanding or to elicit help	Make simple requests and express needs, thoughts and opinions, such as 'May I go to the toilet?', 'I liked/I didn't like ...'	Ask speaker to repeat or speak slowly, or ask what a word means, such as 'What you mean?', 'What mean "festival"?', 'What dog'	Participate in most social situations using English
Borrow key words from previous speaker; for example, Teacher: 'Don't be silly, Tim.' Student: 'Tim silly.'	Answer simple questions and give basic information about self, such as name, age, family details, likes or dislikes	Participate in short, structured social interactions with increasing fluency, such as when introducing self and others	Use visual cues to make meaning of spoken text; for example, pay attention to signs and diagrams during a discussion
Rely on other speakers to scaffold, interpret, clarify or elaborate short, simple conversations	Interact and respond appropriately verbally and non-verbally when spoken to; for example, indicate agreement or non-agreement	Comprehend social English in most familiar contexts, and use conversation partners to support understanding of gestures, modified speech, provision of wait-time	Understand increasingly de-contextualised spoken language, such as text without illustrations, conversations, and text accompanying visual media such as films
Provide basic information about self, using short formulaic or single-word responses, such as name, age, family details, likes or dislikes	Follow simple task instructions by relying on key words or phrases in context	Interact socially with peers and familiar adults in most informal school contexts	Understand more complex spoken language, such as text without illustrations, conversations, and text accompanying visual media such as films
Make simple requests or express needs using actions, single words and short phrases, such as 'Go toilet?', 'This my pencil?', 'Drink?'	Understand the language of classroom routines, such as 'Put your maths book away. It's time to pack up.'	Negotiate simple transactions, such as borrowing a library book, or asking for directions or assistance	Follow a set of oral instructions or directions, understanding the difference between directives and suggestions
Identify basic items of information from short spoken texts, such as known vocabulary (for example, animal names or colours), or time markers	Identify single items of information from short spoken texts or when talking about pictures, such as basic vocabulary, identifying animal names, colours	Answer subject-specific questions using a familiar structure on a familiar topic; for example, Teacher: 'Which shape has three sides?' Student: 'A triangle.'	Extract information from extended spoken text, such as from an online clip from the radio or from an announcement
Understand simple, predictable questions	Initiate and sustain simple conversations in English with teachers or peers	Follow a short sequence of instructions related to classroom procedures or learning activities, such as following rules for using the class computer, or locating places on a map	Understand a new topic delivered with extensive contextual and teacher support, and paraphrase or explain it
Follow simple instructions by relying on key words and immediate context, such as 'Line up', 'Stand up', 'Sit down'	Participate in extended conversations with reliance on other speaker(s) to scaffold, interpret, clarify or elaborate	Develop independence in extended conversations, including assessing whether information is true or false	Understand teacher questions on familiar topics or themes and respond appropriately
Negotiate familiar social situations and learning activities with the teacher or with friends, by initiating, suggesting, agreeing, disagreeing or requesting assistance	Rehearse or role-play scenarios or short exchanges	Follow classroom task-related instructions with clear steps and modelling of the task	Initiate and participate in casual exchanges and in learning contexts; for example, contribute information and express ideas in group tasks or classroom discussions
Identify basic items of information, such as known vocabulary (for example, names of people or animals, single words for own feeling, colours, sizes) when talking about pictures		Follow teacher explanations that use familiar English	Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions
		Follow simple recounts of shared activities	
		Identify key points of information from short spoken texts	Retell what has been learnt from classroom texts such as a student presentation, discussion, audio book or guest speaker
		Order information using pictures	Relate a series of events in a time sequence, giving details involving where, when, who and what

Level BL	Level B1	Level B2	Level B3
		Participate in learning activities on familiar topics, with teacher support (such as modelling, scaffolding, recycling of language), context and time; for example, describe processes such as the water cycle in simple terms	Provide a short sequence of instructions related to classroom procedures, games or tasks, such as 'First you ... Then you ...'
		Describe a series of events or actions using some detail, such as time and context	Rehearse or role-play a spoken text, such as negotiating a problem or giving a short talk
		Express simple opinions or humour, and describe feelings	Plan, rehearse and present a short talk; for example, report back to class on group work
		Recall and retell a simple story such as a recount, legend or fairytale	Prepare a short talk for presentation to a group or the class
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>
Participate in predictable social interactions and use acceptable and formulaic social expressions, such as 'please', 'thank you', 'May I play?'	Use appropriate social formulas, such as 'please', 'thank you', 'May I?'	Respond appropriately in context; for example, listen and respond to other students during a class discussion	Respond appropriately during different classroom activities; for example, participate in brainstorming
Use appropriate gestures and intonation for social interaction	Initiate social interactions and use social expressions such as 'please', 'thank you', 'May I play?'	Participate appropriately in social and learning situations, such as through conversational formulas, turn-taking, affirming, suggesting, discussing	Demonstrate an interaction in formal and informal situations, such as greeting, giving a message, leave-taking, introducing and concluding a talk
Use non-verbal language to sustain interaction with others, such as nodding, smiling, laughing, gesturing	Use appropriate non-verbal language to sustain interaction with others, such as nodding, smiling, laughing, gesturing	Understand that intonation, volume or stress are used with different effects in different situations, such as shouting a warning, and talking softly in group or play activities	Initiate and manage interaction appropriately in social and learning situations, such as through conversational formulas, turn-taking, affirming, suggesting
Enhance own spoken texts with appropriate gestures and facial expressions	Enhance own spoken texts with appropriate gestures and facial expressions		Identify and use features of formal and informal spoken texts, such as different politeness formulas, and use of modal forms such as 'could' and 'should'
Take turns to speak or listen during class interactions	Understand the context and purpose of different classroom interactions, such as listening to instructions, and joining in a discussion		Use and respond to a variety of registers appropriately, such as matching a formal response to a formal request
Interact appropriately in the situation; for example, continue an interaction in the same manner as begun by the other speaker	Speak or listen appropriately during class interactions		Provide relevant and appropriate detail when recounting stories or events, giving instructions, expressing opinions, or contributing information
	Know that some words, gestures or intonation are inappropriate in certain contexts		
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Distinguish spoken English from other languages and attempt to respond using basic English	Distinguish spoken English from other languages and attempt to respond in English	Ask for the translation of specific words from other L1 speakers, for example, to check context or match concepts	Make own translation of specific words and help other L1 speakers to check context or match concepts
Check understanding of classroom English by asking for clarification from other L1 speakers	Check understanding of classroom English from other L1 speakers, including asking for word meanings		Use L1 resources to develop English, such as glossaries, bilingual dictionaries, thesauruses
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Construct two- or three-word utterances with the support of actions, gestures or visuals, such as 'Shut door'	Construct two- or three-word utterances that use common adjectives to describe or add emphasis, such as 'very hot' and 'beautiful picture'	Describe and identify people, places and things using simple vocabulary for colour, size, place, location, time	Adapt speech to suit a variety of registers, including formal and informal, for example, what to say, and to whom and how to say it

Level BL	Level B1	Level B2	Level B3
Create original expressions, substituting new words in learned patterns or formulas, such as 'It's time to go football', 'It's time to go eat'	Use simple conjunctions; for example, join ideas using 'and'	Use specific time markers in speech (such as 'yesterday', 'last week', 'on the weekend') but may not use the correct tense (for example, 'First is good. After is boy want fight.')	Use appropriate sequence markers, such as 'first', 'finally', 'until', 'when'
		Follow instructions that include sequence markers, such as 'first', 'then', 'after that', 'finally'	
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Use simple past, present and future tense in context, such as 'Yesterday we went', 'Now we can eat lunch', 'Tomorrow we will go'	Use simple past, present and future tense in context, such as 'Yesterday we went', 'Now we can eat lunch', 'Tomorrow we will go'	Produce some complex language; for example, use subordinating conjunctions such as 'because', 'when', 'that'	Respond appropriately to structures such as questions, statements and negation through word order and vocabulary rather than through intonation; for example, 'Do you ...?', 'What is ...?', 'Can anybody ...?'
Express needs using learned word patterns, such as 'Go toilet', 'Me eat', 'Me drink'	Express needs using learned word patterns, such as 'I want to go toilet'	Use the language of comparison and contrast to describe the characteristics of things, such as 'She is taller than her friend'	Ask and answer open-ended questions, such as 'How ...' and 'Why ...' questions
Use a range of formulas for appropriate purposes, such as 'What's the time?', 'Oh, no!', 'Very good!'	Use a range of formulas for appropriate purposes, such as 'What's the time?', 'Oh, no!', 'Very good!', 'Excellent work', 'Well done'	Use some grammatical rules consistently; for example, may overgeneralise in formation of plurals, such as 'mouses' and 'sheeps'	Use consistently most common, irregular past tenses, such as 'came', 'gave', 'thought', 'said'
Express negation using 'no' or 'not', such as 'No hot today' or 'Not me'	Express negation using 'no' or 'not' in constructions such as 'Me no' or 'Not play'	Use negative form, such as 'I don't go'	Speak at length about different people and events, although with some lapses in tense usage
Use common adjectives, such as 'beautiful', 'sad', 'happy', 'angry'	Create original expressions, substituting new words in learned patterns or formulas, such as 'It's home time' and 'It's go time'	Use correctly some forms of the verbs 'to be' and 'to have', and use verb endings (such as '-ing' and '-ed') with some consistency	Use the correct form of pronouns (such as 'I', 'me', 'my', 'mine') as subjects, objects or possessive pronouns with some consistency
Use common adverbs, such as 'slowly' or 'very'		Understand adverbial phrases of place, location and time, such as 'over there', 'in the room' and 'last week'	Use tag questions, such as 'You're going, aren't you?'
		Understand and use some common contractions, such as 'I'm', 'you're', 'we'll', 'we won't'	
		Use common prepositions, such as 'in', 'at', 'on', 'near'	Assess the grammatical correctness of own utterances and attempt some self-correction
		Use some articles correctly, such as 'a dog' and 'the dog'	
		Use some non-contracted forms, such as, for stress, 'I am not!'	
		Show signs of early use of modality, such as 'if', 'could', 'might', 'will', 'must', 'perhaps'	Understand how modal verbs express probability and possibility, such as 'may', 'will', 'could', 'must'
<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>
Respond to key words in a range of familiar and common spoken instructions, such as 'Shut the door'	Respond to key words in many common instructions, such as 'Open the windows', 'Bring your work', 'Use the coloured pencils'	Use in speech vocabulary and structures learned from written texts	Employ a range of vocabulary to convey shades of meaning (such as 'good', 'fine', 'terrific', 'excellent'); however, occasional gaps in vocabulary are evident
Use words from word sets related to immediate communicative need, interest or experience, such as family, school, colours, numbers, days, months	Recognise word patterns or rhyming words	Identify and use some terminology from a range of spoken text types and forms, such as stories, poems, recipes	
Memorise new words and phrases	Use learned words in speech, such as colours, numbers, days		

Level BL	Level B1	Level B2	Level B3
<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>
Show awareness of some sounds and intonation particular to English; for example, recognise and repeat rhyming words ('play', 'stay') and recognise emotions expressed through intonation (happiness, anger)	Recognise sounds and intonation particular to English; for example, recognise and use rhyming words ('play', 'stay') and express emotions through intonation (happiness, anger)	Repeat a word, phrase or sentence, modelling rhythm, intonation and pronunciation on the speech of others	Use intonation, volume, stress, pacing and repetition to support and convey meaning, such as for emphasis in storytelling or recounting news
Distinguish tone, intonation and context when listening, in order to differentiate between questions, instructions and statements	Listen appropriately and attend to tone, intonation and context when listening, usually differentiating between questions, instructions and statements	Practise pronunciation and phrasing	Use comprehensible pronunciation, stress and intonation
Respond to context and intonation, such as by knowing when a conversation is serious or humorous	Respond to and use simple intonation, such as by knowing when a conversation is serious or humorous and responding accordingly		Attempt pronunciation of polysyllabic words
Repeat or re-pronounce words or phrases after recognising they have not been understood	Repeat or re-pronounce words or phrases after recognising they have not been understood		
Recognise and imitate pronunciation, stress, intonation or familiar repetitive patterns, such as in stories, songs, rhymes, media texts	Use pronunciation, stress, intonation or familiar repetitive patterns, such as in stories, songs, rhymes, media texts		
Use intonation appropriately to assist meaning			
Use comprehensible pronunciation for familiar words	Use comprehensible pronunciation for a range of high-frequency words learnt in class	Use clear pronunciation for common words and learned key topic words	
Use intonation to enhance the meaning of simple utterances, such as 'My pen?', 'My pen!', 'My pen.'	Use intonation to enhance the meaning of simple utterances, such as 'My pen?', 'My pen!', 'My pen.'		
<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>
At Level BL students communicate simply but effectively in familiar, social and classroom contexts, using simple formulaic and creative structures. They learn through English, well supported by context. They contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others. Students' oral expression in English is characterised by varying grammatical accuracy, a short 'telegraphic' structure, simple subject-verb-object construction and overgeneralisation of rules. They use common adjectives and adverbs to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or media texts. Students' pronunciation, stress and intonation are comprehensible, but carry elements of L1 pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check, clarify or confirm understanding. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.	At Level B1 students communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English, supported by its immediate context. They use formulas, well-rehearsed and common sentence patterns, and short, simple, 'telegraphic' utterances to contribute relatively complex ideas, usually concerning concrete subject matter. Students follow simple instructions, answer predictable questions, make basic requests and express needs simply. Students show initial understanding that English changes according to context and audience, and modify their use of English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non-verbal language. Students' utterances are characterised by varying grammatical accuracy. They use common adjectives and adverbs to describe or add emphasis. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm understanding. They restate simply, repeat or re-pronounce when necessary.	At Level B2 students communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English. They negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures. They identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interaction appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when supported by clear contexts. They use simplified English, with varying grammatical accuracy, combining known formulas, learned grammatical features and new vocabulary to construct new utterances. They use basic time markers, common prepositions, and some common contracted and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics. They pronounce familiar words comprehensibly. They employ basic strategies to sustain and enhance communication in English.	At Level B3 students generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information. They use appropriate sequence markers and consistently use most common irregular past tenses. They provide greater detail through the use of longer noun groups and adverbial phrases. They use comprehensible pronunciation, stress and intonation. They access English from a range of oral and written sources, and extend their oral skills by incorporating this into their own repertoire. They are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.

## English as an Additional Language: Pathway C, Levels CL–C4 (by Mode)

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>
<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>
Read some words and short phrases on everyday signs and labels, such as words, logos, signs, letters, numbers	Understand common familiar signs and labels in the classroom and school environment	Locate specific information from subject-based diagrams, graphs and chart	Skim a text for general meaning and scan to find detailed information	Extract and manipulate relevant information from a range of graphical representations, including articles with tables, graphs and diagrams
Read some familiar words in different contexts; for example, recognise friends' names on worksheets or belongings	Follow simple written texts that are read aloud to them at a moderate pace	Use basic features of a website appropriately; for example, move between pages using the links provided	Read with understanding school texts, factual texts, newspaper articles and magazine articles on familiar topics, with some visual support	Read independently, with essential understanding of main and supporting points, a wide range of accessible mainstream texts and, with guidance, interpret the texts to provide a variety of responses, including note-taking, retelling, problem-solving and summarising
Read short, previously learned texts, such as rhymes, songs, repetitive texts	Attempt to read aloud familiar and unfamiliar texts with fluency, such as levelled readers	Employ a repertoire of strategies to read familiar and simple factual and fictional texts	Extract information from a range of visual representations, including tables, graphs and diagrams	Comprehend texts even if on unfamiliar topics or lengthy
Read memorised material, such as a rhyme, song, repetitive text	Extract specific information from simple charts, tables or maps	Read simple, familiar classroom instructional texts, such as simple procedures	Select main ideas, with some relevant detail, from a range of informative texts, including accessible factual texts such as texts from the web	Select and analyse information from texts for a particular purpose
Join in shared reading activities, such as group reading	Identify key words in order to understand the main meaning in short texts	Read longer, more complex texts with support from the teacher	Distinguish between the main idea and supporting detail	Find and organise information from a range of reference sources and employ strategies for interpreting unfamiliar texts in common use across the curriculum, including locating information on a research topic using library resources and computer-based materials, including the internet and appropriate search engines
Read back shared material the teacher has scribed				
Read aloud from simple, familiar texts	Read with understanding a range of simple texts based on predictable language structures and vocabulary	Locate specific information in fictional and factual texts using guide questions	Identify the sequence of ideas and information in factual texts	Summarise the nature and content of a text, including making evaluative comments
Interpret the demands of simple instructions for tasks and simple questions, with support	Retell ideas from short, familiar factual or fictional texts	Identify the main idea in short fictional and factual texts using guide questions	Identify arguments in accessible texts	Distinguish between main and sub-themes in factual and literary texts, and explain the main ideas in technical and analytical texts
Demonstrate awareness of the purpose of basic charts, graphs and maps	Recall the sequence of key events in narratives, recounts and other texts	Understand items of information from a simple, unfamiliar text	Refer to the text to support a point of view	Compare or contrast and make judgements about different texts, including media texts
Extract information from illustrations	Demonstrate understanding by performing a task; for example, follow written instructions	Retell ideas or events from familiar texts	Draw basic inferences from text	Interpret a text at literal and inferential levels, and hypothesise about the author, ideas, events or characters, using information from the text
Understand short, non-complex text types for a range of everyday purposes, relying on considerable contextual support	Demonstrate understanding of simple factual or fictional texts, for example, by answering simple questions, indicating true/false statements, sequencing information	Adjust focus of reading in response to the demands of the text and the reading task; for example, scan the text for particular information or skim to get the main idea	Interpret and respond to accessible texts from across the curriculum, drawing on related background information associated with the content and text type	Adjust reading style to match the purpose for reading a text, such as reading a narrative text for enjoyment, analysing an argument in a persuasive text, evaluating information in an informative text



Level CL	Level C1	Level C2	Level C3	Level C4
Respond to questions about a familiar text	Answer basic comprehension questions that require interpretation of simple factual or fictional texts	Make connections between ideas stated directly and close together; for example, predict the ending, infer feelings, link a diagram and label, link cause and effect with support	Summarise and discuss viewpoints represented in different texts, such as by agreeing or disagreeing	
Locate specific information in a text	Use knowledge of the text to predict events, phrases and words to establish meaning	Respond to short texts by indicating what was learnt or gained from them, and what questions they raised	Respond to imaginative texts, such as poems and short stories, showing an understanding of key events, characters and issues	
Rely on the teacher's reading and interpretation of texts as a model for own response and understanding	Respond in a personal way to a short, familiar text; for example, show enjoyment or satisfaction, and give simple reasons	Respond to creative texts, such as poems and short stories, showing a developing understanding of key events, characters and issues		
Respond simply and show reaction to a text; for example, draw characters from a story, or show enjoyment		Interpret texts by looking for both literal and implied meaning		
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>
Understand the direction of English text; for example, find the beginning and end of a book, hold it the right way up, track words from left to right, and turn pages one at a time, moving through the book from front to back	Identify the basic purposes and audiences of different media, such as magazines, books, comics	Choose accessible yet challenging texts to read and enjoy	Experiment with reading longer, more complex texts with support from the teacher	Analyse and interpret language choices and organisation of particular text types
Demonstrate interest in books; for example, enjoy library sessions and actively seek books to borrow	Recognise the reason behind a set of simple written instructions, and complete an appropriate action; for example, complete a mathematical formula or follow a set of instructions to complete an action in the school, such as ordering lunch from the canteen	Identify and discuss the purpose, audience and context of particular texts	Identify some common social and literary stereotypes in texts, such as villains and heroes, and characters in traditional gender roles	Discuss imaginative texts with regard to key aspects, such as treatment of character development, issues and resolution of conflict or complication, emotions and motivation of characters, mood and setting in a narrative
Hold, manipulate and look after books appropriately		Recognise the emotions being expressed by a character in a short narrative	Discuss how general stylistic features of a text studied in class, such as a pamphlet on the effects of greenhouse emissions or the website of a popular rock group, relate to its purpose and audience	Discuss specific characteristics and features of texts in terms of their purpose, audience and context; for example, comment on the informal style of writing in online discussion groups
Show understanding that print contains a consistent message; for example, recognise beginnings and endings of familiar texts			Identify text structures and social purposes of text types such as myths, biographies, explanations	Show awareness of how different people may have different interpretations of events and issues in a text, such as the influence of gender, cultural background, class, age
			Identify and understand some humour and imagery, such as metaphors, similes, personification	Identify a writer's implied stance through identification of emotive language or persuasive techniques, for example by analysing an environmental scientist's or a business leader's texts on an environmental issue
			Identify some cultural and literary perspectives in texts	Describe how shades of meaning are expressed through choice of synonyms, such as 'strolled' or 'walked'
			Explain simple imagery, some similes and some metaphors	Respond to the subtleties of humour, idiom and metaphor

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>	<b>Plurilingual awareness and strategies</b>
Understand that texts in different languages may have different directionality	Draw on L1 literacy skills when looking for phonemic patterns and making inferences about sounds of English words	Show awareness that people of different cultures may have different interpretations of a text, such as different interpretations of a character's motivations	Discuss how texts may incorporate aspects of other cultures	Identify how the culturally-based values and attitudes that underpin issues and language in texts reflect an author's views and bias, by comparing or contrasting with different cultural values
	Differentiate sounds and letters of English from other known languages	Show awareness of differences in text formats in English compared to L1	Respond to different cultural attitudes that are exemplified in stories; for example, express an opinion, ask questions, make comparisons	Discuss specific characteristics and features of texts in relation to another known language
	Compare or contrast texts read and viewed in English to texts read and viewed in other languages; for example, compare a Dreaming legend to a folk story from the country of origin		Identify unfamiliar cultural references and ask for meaning	
Use a picture dictionary to find unknown words, asking for support in L1	Refer to a simple bilingual dictionary or request help from classmates or school staff who speak the same L1 to find the meaning of unfamiliar words	Check and/or confirm the meaning of unfamiliar words using a bilingual dictionary		Compare connotations of synonyms and antonyms in English and L1 with reference to a dictionary or thesaurus in each language
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Show understanding of basic conventions of book layout; for example, indicate that illustration, diagrams and headings relate to text	Use a text title, supporting picture, graph or chart to suggest the content of a text	Identify different forms of text (such as narrative, factual text, poetry), for example, through the layout of the text and content organisation (such as title and chapter headings)	Compare the structures of different texts, such as a report and an explanation	Demonstrate awareness of the role of the structures and features in a range of accessible mainstream texts, for example, the features of informative texts and persuasive texts on a topic such as climate change
Show basic understanding of differences between fiction and non-fiction texts; for example, distinguish between a story about a personal experience and a book about animals, through their purpose, topic and layout	Locate directly stated information in a text or illustration	Recognise different narrative genres, such as horror and romance	Outline the role of specific features of a text, such as the contents page, index, annotated diagrams and headings in a curriculum area textbook	Examine, through guided activities, the role of the structures and features of mainstream texts in different curriculum areas
Use features of the text (such as the title, headings, pictures, diagrams) to make predictions about the text	Identify what is referred to by simple cohesive devices (such as 'this', 'that', 'those') in a simple informative text	Interpret the way information is organised in texts, such as through layout, illustrations, headings	Use the table of contents and section headings of a textbook from a different curriculum area to construct an outline of the text's structure	Use an index to locate information in a textbook, and use reference lists to locate or refer to sources
Recognise beginnings and endings of familiar texts	Show an understanding of the function of coordinating conjunctions (such as 'and' and 'but') and subordinating conjunctions (such as 'as' and 'when')	Demonstrate understanding of how reference words such as pronouns (like 'this' and 'that') and articles ('a' and 'the') organise ideas: for example, 'The movement of electricity through some metals can be converted to heat. <u>This</u> is an easy way to heat peoples' homes, and <u>the</u> electricity needed to do this is not too expensive.'	Identify the role of cohesive markers in a sample text, such as 'also', 'finally', 'however'	Recognise and follow complex text connections (such as 'nevertheless' and 'although') used to link ideas across sentences and paragraphs
Understand the connection between simple written text and a diagram or illustration		Show awareness of how some connectives link and sequence ideas within a text, such as 'then' and 'so'		
		Identify how the use of related vocabulary (synonyms, antonyms or words related to a particular topic) can make connections between parts of a text; for example, Student 1: 'What <u>dress</u>		

Level CL	Level C1	Level C2	Level C3	Level C4
		are you going to wear to the party?' Student 2: 'My yellow cotton <u>skirt</u> .'		
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Sequence words to make simple, familiar sentences	Read structures that have been practised orally	Read texts that contain compound and complex sentences of two or three clauses	Read with understanding sentences containing complex noun groups, such as 'The closure of the football ground stopped the game.'	Demonstrate understanding of complex language such as embedded clauses, noun groups and words expressing degrees of probability (such as 'If the temperature rises, the polar caps may melt, resulting in ...')
Attempt to use simple present and past tense verb forms to talk about ongoing, current and past actions and states	Show an understanding of sentences that use basic subject–verb–object sentence patterns, and basic questions	Identify some basic language features of texts, such as the imperative in procedures and the past tense in recounts	Identify agent, action and consequence in sentences using passive voice	Read with understanding texts with varied sentence beginnings, new vocabulary, some subject-specific vocabulary and figurative language
Use some high-frequency adjective–noun and verb–adverb combinations, such as 'big ball' and 'run fast'	Demonstrate awareness of basic word order in a sentence; for example, point out the subject, verb and object in sentences like 'She bought some fruit'	Identify links produced by a range of pronouns, such as 'he', 'they', 'these'	Identify reference items in extended complex sentences, such as 'The team was reluctant to remain during the polar winter, when the sun may not be seen for over a month, as this is the most difficult time for Arctic exploration.'	Interpret unfamiliar examination instructions, providing adequate time is allowed
	Recognise and follow common imperatives			
	Follow simple time sequencing by recognising present and past tenses, and time adverbials (such as 'yesterday', 'first', 'next')			
	Show an understanding of the function of coordinating conjunctions (such as 'and' and 'but') and subordinating conjunctions (such as 'as' and 'because') within sentences			
<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>
Recognise some familiar words or phrases, such as words from charts, labels, books, posters, or classroom signs or notices	Recognise words for everyday items and actions, and topic-specific vocabulary that has been taught	Use syntactic, logical and cultural cues to work out the meaning of unknown words in a text	Identify thematic groupings of words in a text, such as 'gravity', 'pull' and 'force'	Demonstrate a broad technical vocabulary across the curriculum areas, but may still have difficulties with more abstract vocabulary (such as 'effect', 'invert', 'trace', 'determine')
Understand common personal pronouns (such as 'I', 'you', 'he', 'she', 'it', 'we', 'they') and simple time markers (such as 'today' and 'yesterday')	Identify key vocabulary in instructions and classroom texts	Use background or content knowledge to deduce meanings of words or phrases	Identify key words that link ideas	Use contextual cues to interpret difficult words
Group familiar words according to their meaning or subject matter; for example, conduct classifying or sorting activities, based on similarities and differences	Read fluently basic vocabulary or phrases, or those learnt in spoken contexts, with comprehensible pronunciation	Derive meaning of some new words from base words and context, such as 'run', 'runners', 're-run'		Describe how shades of meaning are expressed through choice of synonyms and antonyms
<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>
Recognise the upper- and lower-case letters of the English alphabet	Pronounce new words when reading aloud, using basic understanding of the letter–sound relationship in English	Demonstrate an understanding of the function of punctuation marks; for example, when reading aloud, pause at appropriate points in the text and adjust speech to reflect dialogue	Interpret the various icons, menu items and links on an accessible website	Understand most symbols and changes of font style (such as italic and bold) and how they contribute to or change the meanings in a text

Level CL	Level C1	Level C2	Level C3	Level C4
Name letters of the alphabet and relate them to sounds	Use sentence punctuation to identify the nature of sentences; for example, identify whether it is a statement or question, and identify parts of the sentence			
Identify common letters consistently, for example, by pointing to all the 't's in a sentence	Recognise indentation and separation of paragraphs in digital and print texts			
Recognise some common letter combinations, such as 'ch', 'sh', '-at', '-er', '-ing'	Show an understanding of simple punctuation when reading aloud; for example, pause appropriately at full stops and commas			
Use some word attack skills to decode; for example, use initial letters and common letter patterns				
Recognise that words are separated by spaces				
Interpret basic punctuation, such as full stops and question marks, when reading aloud				
Show reading-like behaviour, such as tracking with finger and turning pages				
Attempt to self-correct				
Locate letters on a keyboard				
Use functions such as edit and zoom on a computer				
<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>
At Level CL students read and complete simple, structured activities around a wide range of familiar, short, simple texts that use repetitive structures and features and are strongly supported by illustrations. These texts may be handwritten, printed and/or digital. Students read their own writing and simple teacher-developed texts based on well-rehearsed spoken English. They read a range of familiar simple fictional, factual and everyday texts. They name some letters and know the sounds related to many letters and common letter combinations. They attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words. They show some awareness of basic punctuation and use stress, intonation or pausing appropriately when reading familiar texts aloud. They use simple strategies such as pointing to words as they read or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read.	At Level C1 students read and comprehend a range of short, simple, familiar factual or fictional texts developed by teachers. These texts may be handwritten, printed and/or digital. Students understand a range of basic written instructions and questions in context. They discuss texts at a literal level, and show some inferential understanding. They demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make simple predictions about texts. Students read new texts with support, combining their developing knowledge of English sound-symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print and text organisation in English, and their emerging knowledge of English grammar. They read some common letter combinations and make logical attempts at reading new words. They use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation.	At Level C2 students read and comprehend a range of short, familiar fictional and factual EAL texts and, when well-supported, some unfamiliar texts. These texts may be handwritten, printed and/or digital. Students show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings, subheadings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes. They extract the main ideas from factual texts. They show awareness of how some connectives link and sequence ideas within a text. They read on and consider the context when deducing the meaning of unknown words. They read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and sound-symbol relationships to read new words and self-correct. They select basic texts appropriate for particular reading purposes.	At Level C3 students demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be handwritten, printed and/or digital. Students demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts. They identify the stages of narrative texts they read, and the role of headings, subheadings, diagrams and captions in factual texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed syntactic and semantic cues. They use appropriate metalanguage to talk about the structure and features of a text. They adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea. They use cues from the surrounding text and their sound-symbol knowledge to assist in reading new words.	At Level C4 students compare and make judgements about different texts (such as texts on the same topic by different authors) and read a wide range of accessible and culturally appropriate texts from across the curriculum and from a range of media with a high degree of independence. These texts may be handwritten, printed and/or digital. Students take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They identify bias through emotive and persuasive language. They understand the main meaning by focusing on subheadings and the first lines of key paragraphs. They adjust their reading style to the task. They locate and organise information from a range of reference sources, including the internet. They identify reference items across complex sentences. They predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer.

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>
Label familiar pictures and simple maps; for example, add a caption for an illustration or photograph	Label pictures using vocabulary learnt or practised in class	Write texts for social purposes, such as a letter of invitation or a postcard	Write factual texts such as information reports on a familiar topic, showing an awareness of appropriate text structure, purpose and organisation of ideas	Write extended factual texts, (such as reports or explanations,) conveying a variety of aspects of topics from across the curriculum
Combine writing and drawing to create a short, simple text about a familiar topic	Write simple sentences about pictures or experiences, using vocabulary and structures that have been practised orally	Write information texts (such as reports) for general school use, based on modelled language and including familiar language with some specialised terms; for example, write a short explanation of the water cycle	Use visual stimuli, such as cartoons, diagrams, graphs and maps, to convey information	Summarise a variety of texts from across the curriculum to support learning
Write familiar words and simple sentences independently, with enough accuracy to convey meaning	Write short, simple texts for social purposes, such as a thank you letter	Attempt extended texts across the range of school-based text types (such as report, recount, procedure, explanation, argument, narrative), with variable success	Write summaries containing sentences that expand key words	Write an extended argument or discussion on a familiar issue, showing supporting evidence and a development of ideas and rebuttal
Complete simple personal information forms	Write short factual texts on familiar content, made up of simple sentences or statements approximating sentences	Present information in a variety of forms, such as tables, charts, graphs	Write reports incorporating information from two or three sources	Write extended personal and imaginative texts (such as a personal diary, a recount, a range of responses to a text under study, contributions to an online discussion group), showing an awareness of audience, purpose and interest, with teacher prompts
Write simple short texts for specific purposes, such as a list for shopping or a journal entry	Write to communicate personal ideas; for example, write a personal recount	Write some creative or personal texts, experimenting with known English	Write an argument and discussion; for example, provide supporting arguments and linkage between ideas	Present personal point of view about issues, including supporting argument and responses to counterarguments
Construct simple tables of information (such as students' countries of origin or ages), with assistance	Write short simple texts for different academic purposes; for example, write a recount, description, instruction, procedure, narrative	Write narratives that include development of all components, although setting will tend to be more developed than characters, problem and resolution	Write imaginative texts (such as a diary entry, narrative, personal recount) showing an awareness of elements such as text structure or storyline and character	Write creative texts showing plot development and some character portrayal
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>
Show awareness that English writing consists of words formed by letters, and sentences made up of words; for example, leave spaces between words, and write from left to right	Use formulaic phrases, although these may contain errors as students experiment with English, such as 'Once upon a time in a far, far away'	Draft a text related to a curriculum area topic, focusing more on meaning than grammatical accuracy, such as a draft description of a simple ecosystem that includes the main ideas about ecosystems	Show awareness of a variety of language forms, such as how written texts usually differ from spoken texts or how the layout of a website differs from the layout of a newspaper	Draw on an understanding of different text types to draft writing, taking into account purpose and audience
Show an awareness of purpose and audience when presenting work, such as preparing a birthday card or poster	Use modelled features appropriate to text type; for example, attempt to use past tense in a recount	Reflect on own writing through class discussion; for example, discuss strengths and weaknesses of written texts with other students in structured activities	Demonstrate understanding of how the purpose and audience of a text can influence content and form	Understand how writing contexts influence function and form; for example, use appropriate register for an intended audience and sustain register use in writing
Select appropriate materials for a particular writing task, such as creating a chart, diary, format, map or poster	Choose an appropriate format for a writing task, such as when writing a letter or essay	Revise text at the word, sentence or whole-text level, based on teacher or peer feedback	Discuss language choices with regard to purpose and audience; for example, analyse word choices in a persuasive text	Recognise inappropriate use of register, such as the use of colloquial terms in formal writing, when formally giving an opinion

Level CL	Level C1	Level C2	Level C3	Level C4
Use illustrations to provide more detail in a written text	Use vocabulary items that are appropriate to the topic and text in shared writing	Employ a range of strategies to find out how to spell new words or to check spellings of known words	Plan, review and redraft writing for clarity of meaning and appropriateness of content for the audience, in response to teacher or peer feedback	Take notes, cite references and use quotations in own writing, and demonstrate an understanding of plagiarism
Begin to check accuracy; for example, check copied text against the original text	Represent relevant information or findings in a diagram	Enhance own writing with appropriate layout and visual information; for example, draw a diagram to accompany an information report or choose appropriate computer applications for particular purposes	Employ different strategies for different writing tasks; for example, use timelines to plan narratives or use graphic organisers for reports	Revise and refine writing in response to feedback from a teacher or peer, making it more appropriate to its purpose and audience, and making significant and appropriate changes not just corrections of inaccuracies; for example, redraft a personal recount to edit out unnecessary detail
	Choose an appropriate format (such as a map or table) for the data being displayed		Proofread for accuracy of expression, such as grammatical accuracy, spelling and punctuation	
	Use headings or labels appropriate to the content or diagram			
Take part in shared writing activities; for example, suggest words or phrases	Participate in shared or modelled writing activities, such as joint editing			
	Redraft text with support, incorporating corrections and suggestions; for example, correct spelling and change word order			
	Review writing to correct some errors of spelling or structure			
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Initiate and practise writing tasks; for example, copy words from familiar signs and labels in the classroom and school; record new words in a personal dictionary; practise tracing and writing letters, words and numbers from charts or an alphabet strip	Employ L1 strategies to spell unfamiliar words	Access new words from bilingual dictionaries or word lists	Demonstrate consistent control of the structure of common school-based text types, although written text may still be characterised by some features of L1 and/or spoken language (for example, the purpose of the text may not be explicit)	Work collaboratively with L1 peers to develop ideas, such as by brainstorming in L1 and/or English
Use L1 and/or mime to seek assistance from teachers or peers with an English word or phrase and how to write it	Draw on experience of language patterns in controlled writing activities to express ideas, rather than relying on a dictionary to translate from L1	Attempt to communicate more complex ideas by drawing on a bilingual dictionary or other L1 resources	Demonstrate developing metalanguage appropriate to the content and task	Plan, review and redraft writing with reference to L1 to enhance fluency, accuracy, and appropriateness for purpose and audience
Use memory and/or L1 knowledge to retrieve newly-learned words and structures	Read text to an audience – either the teacher or peers – and make changes to the original text in light of the audience's comments		Use L1 resources such as bilingual dictionaries to improve range and clarity of expression	Plan writing, cooperate, and edit texts with a group, using L1
Use a class-produced letter–sound book, dictionary and topic books to recall language covered in class as the basis for independent writing activities	Refer to a bilingual dictionary, class lists or previous work to record and find or check words and their meanings			
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Write dictated letters of the alphabet, relating the sound to the letter	Write using short sentences or statements, with explicit and repetitive conjunctions and references, typical of spoken mode	Organise information (such as beginning, middle, end) and write according to the structure of a text type	Plan and sequence information for a specific text type, such as a report, explanation, biography, argument	Write a range of extended texts using the structures appropriate to the text types

Level CL	Level C1	Level C2	Level C3	Level C4
Use language reflecting an early stage of oral language development to label personal drawings, such as 'Live here' and 'Go to play'	Use simple repeated formulas to generate and structure writing, such as 'I went ... Then I ... And then ...'	Use paragraphs and topic sentences to organise ideas in writing; for example, attempt a multi-paragraph response to a text or issue showing logical organisation of ideas such as main idea and supporting details	Write cohesive texts for a range of purposes using sufficient control of key linguistic structures and features; for example, use topic sentences to focus paragraphs and use a range of cohesive devices at the sentence and whole-text level	Use an extended range of cohesive devices to improve fluency, such as connectives (for example, 'however', 'nevertheless', 'although', 'finally', 'in my view'), prepositions and pronouns
Use repetitive or modelled sentences with information about self and experiences, such as 'My name is ...'	Show some organisation of subject matter and attempt the structure of a text type (for example, a beginning, a middle and an end)	Organise the content of a topic at paragraph level, with teacher guidance, to reflect given or new information; for example, sort and organise sentences after a brainstorm		
Draw on conventions for organising information; for example, group information within a sentence	Show a logical sequence of ideas or events using simple sequence markers (such as 'First we ... Then ...'), and link ideas using simple conjunctions (such as 'and' and 'then')	Attempt to support views with evidence or quotes		
	Use pronouns to maintain cohesion and avoid repetition, such as 'Mary came to school early. She felt very tired.'	Link ideas using a range of basic conjunctions, such as 'since', 'because', 'so', 'before'		
	Attempt paragraphs and topic sentences	Use a range of reference items to create cohesion, such as 'he', 'they', 'these', 'it'		
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Use basic conjunctions (such as 'and' and 'but') to connect ideas	Use single clauses, or use simple coordinating and subordinating conjunctions (such as 'and', 'but', 'as', 'when', 'until') to combine clauses (such as 'When they arrive, they knocked on door but nobody answer')	Begin to write some compound and complex sentences	Use basic knowledge of grammatical features at the sentence level to argue, persuade, describe, classify, explain, instruct	Demonstrate a developing control of appropriate grammatical structures that broaden the ways to analyse, argue, persuade, describe, classify, explain
Write sentences that may not follow standard word order, such as 'We went yesterday to the supermarket' and 'My friend and me we see car blue'	Use single word subject-verb-object word order in simple sentences (such as 'I learn English', 'Yesterday we watch video') and noun-pronoun agreements with few errors	Use mostly standard word order	Use grammar appropriate to text type; for example, consistently use past tense when recounting a past event	Combine simple sentences into complex sentences using embedding structures such as a clause reduced to a phrase; for example, 'The president, having lost the support of her party, began to look for new allies among her former rivals.'
Use simple verbs	Experiment with different tenses (although with limited accuracy), and use some common irregular past tense verbs correctly (such as 'went', 'bought', 'woke')	Write using various tenses, with past and present tense (simple and continuous) being reasonably consistent and accurate, but with some errors in advanced verb tenses such as past perfect	Construct extended sentences using simple relative clauses and a range of common conjunctions	Demonstrate control of a wide range of grammatical features, including modal verbs, with minor errors not impeding intelligibility
	Use common time markers to link and sequence ideas; for example, use time adverbials plus the simple present tense to show past time (such as 'Yesterday we go to the library')	Use subject-verb agreement with some accuracy	Use subject-verb agreement with reasonable control	Use relative clauses and adjectival expressions for descriptive purposes
	Use basic qualifiers (such as 'very') and quantifiers (such as 'some' and 'all') to express a range of meaning	Include longer objects (such as 'She gave the note to the teacher with red hair') or complements (such as 'The cat was very big and black and white') in sentences	Use a range of grammatical features with some confidence, such as compound and complex sentences, tenses, passive voice, conditionals, noun groups, modal verbs and modifiers	Use common linking expressions, relative clauses, conditionals, time sequence references, modal verbs, and present and past tense with increasing control
		Use a limited range of adverbials, such as 'last week ...', '... very quickly', '... at the station'	Demonstrate some control over direct and indirect speech	Use direct and indirect speech, including quotations, appropriately
		Use prepositions with varying accuracy	Use a range of expressions to qualify opinions, for example, 'may' and 'might' and common formulaic expressions such as 'in my view' and 'I believe'	

Level CL	Level C1	Level C2	Level C3	Level C4
		Use articles appropriately in some contexts, such as 'We saw a film on India. The film was about ...'	Use appropriate abbreviations, key words and paraphrasing when taking notes	
<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>
Write a limited range of common words that are already known orally	Incorporate introduced subject-specific vocabulary into simple sentences, such as 'Tadpoles have gills but frogs have lungs'	Use modelled subject-specific vocabulary appropriately	Use a growing range of vocabulary, although limited in sophistication	Use an expanded vocabulary and show use of vocabulary for the subject matter, including subject-specific terms and some antonyms, synonyms and abstract nouns
Represent new and unfamiliar words by their initial letters	Use limited language to create desired effects, such as 'very, very sad'	Use a varied and appropriate vocabulary	Use some appropriate vocabulary, such as some colloquial or idiomatic phrases and humour, to create mood and feeling	Use metaphors and similes in narratives
			Show awareness of social and cultural sensibilities in choice of words, such as 'plump' versus 'fat', and 'people' versus 'human'	Use common euphemisms and imagery, such as 'passed away'
<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>	<b>Grapho-phonics</b>
Write letters and numbers the same way consistently and be aware of the size, shape and positioning of letters and numbers; for example, write letters on an answer line and leave a space between words	Use grapho-phonetic knowledge to attempt to spell unknown words, but often overgeneralise spelling patterns	Spell most commonly-encountered words correctly	Use knowledge of spelling conventions to help with spelling, for example, to distinguish between 'mat' and 'mate'	Use dialogue, direct speech, reported speech, apostrophes in contractions, commas to separate clauses, and exclamation marks
Spell familiar, simple words correctly	Spell frequently-used words and one- and two-syllable words with common patterns with reasonable accuracy	Punctuate direct speech, with few errors	Employ a range of strategies (such as visual cues, word patterns, grapho-phonetic knowledge, context cues) to spell words with increasing accuracy	Use a range of digital formats and images to enhance meaning and impact
Use knowledge of the sound of words and sound-symbol relationships to spell words phonetically; for example, demonstrate awareness of some sound-letter relationships, with the initial letter usually correct				
Trace or draw shapes and lines, such as letters, straight lines, a circle, a square	Choose appropriate layout for own writing			
Use basic punctuation such as full stops, capital letters, commas and question marks, although use is inconsistent	Use punctuation such as full stops, capitals, commas and question marks, with some consistency	Use a range of punctuation marks, such as full stops, question marks, commas, quotation marks, apostrophes, consistently and correctly	Use punctuation marks (such as full stops, commas, colons, exclamation marks, question marks) to create effects in writing, such as pauses and emphasis	Use a wide range of punctuation marks, such as full stops, commas, colons, exclamation marks, question marks, to add impact to writing
Copy most words, sentences, and short paragraphs in copying tasks, such as making a classroom display of work done				
Use a range of drawing and writing implements to communicate, such as pens, pencils, crayons				
Demonstrate basic keyboard skills; for example, use the shift key, space bar and mouse, and use basic word-processing software				



Level CL	Level C1	Level C2	Level C3	Level C4
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
<p>At Level CL, in a limited range of familiar contexts, students write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English. They write for a range of basic classroom and personal purposes, such as making lists and writing simple journal entries and notes, and complete activities following models. They demonstrate an early awareness that written texts in English are presented according to certain conventions, which change according to context and purpose. Their texts use familiar sentence patterns from well-known texts or classroom models. They begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line and basic punctuation. They leave appropriate spaces between words. They attempt to write some new words using their limited knowledge of the sound-symbol system in English, personal dictionaries and glossaries, and resources in the classroom, and by asking for assistance. They copy texts using word-processing software.</p>	<p>At Level C1 students write for a range of basic classroom and personal purposes, making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts. Their basic sentences and short texts are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into coherent texts, incorporating basic headings, subheadings, and paragraphs. They correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions. With support they plan their texts and provide some additional information through illustrations and diagrams. They utilise a range of strategies for finding and spelling words, using spelling patterns and checking resources. They use basic word-processing features to write and present their texts.</p>	<p>At Level C2 students write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying grammatical accuracy. They incorporate subject-specific vocabulary and use taught grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate some basic causal, conditional and temporal relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, subheadings, tables and illustrations. They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, redraft and improve their writing by discussing alternative ways of arranging and expressing ideas. They use more advanced word-processing features to write, edit and present their texts.</p>	<p>At Level C3, through guided activities, students write texts based on an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience. They consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to them. They demonstrate some control of passive voice, a range of tenses, conditionals and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of modal verbs and pronoun references. When taking notes, they use appropriate abbreviations. When planning, writing, reviewing and redrafting, they pay some attention to whole-text, sentence and word level issues, including punctuation. They use a range of strategies when spelling new words. They present their writing appropriately, in print and digital forms.</p>	<p>At Level C4 students write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. With support they vary their writing to be consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features. They incorporate direct and indirect speech, including quotations, appropriately. When taking notes, they use appropriate abbreviations, symbols and graphic devices. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context. They plan, draft, edit and present their writing for a range of print and digital forms, as appropriate.</p>

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>
<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>	<b>Communication</b>
Follow simple instructions, relying on key words and immediate context	Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions	Follow a short sequence of classroom instructions, such as 'Divide your page into two columns. Label the columns A and B. Then number the rows 1 to 20.'	Interpret the main idea in spoken and digital texts with some support (such as prepared questions or background information)	Use available repertoire of spoken English to understand a wide range of spoken texts and participate effectively in a mainstream classroom
Show understanding of some frequently occurring English words, phrases, greetings, simple sentences, simple instructions	Comprehend a simple spoken text, such as instructions read by the teacher or a recount from a peer	Comprehend the main meaning in a range of instructions, descriptions, explanations	Listen for specific information, using question, preview and prediction strategies	Develop strategies to improve listening and speaking skills for mainstream class activities
Focus for short periods on simple oral tasks and classroom activities with visual support such as pictures	Extract essential information (the main idea and details) from short, simple texts relevant to personal experience	Extract specific information from spoken or visual texts, using guide questions from the teacher		Understand the point of view and message of an unfamiliar speaker, with minimal support, such as relevant background knowledge provided beforehand
Identify single pieces of information from a short, spoken text, such as colours, numbers, names of animals	Communicate needs in common social and school routines	Attempt to understand context-reduced spoken texts (texts that are less dependent on immediate contextual support such as pictures)	Ask questions to clarify understanding, such as 'Do you mean that ...?'	Take notes from a range of cross-curricular texts, such as from a guest speaker's talk, a short film, a podcast
Comprehend some familiar questions (such as questions concerning self and family) spoken at a normal rate with interlocutor accommodations such as slow and deliberate speech, simple phrasing, repetition and paraphrasing	Produce short, simple utterances such as statements, questions, instructions, requests and commands using familiar or practised vocabulary	Follow and recall an extended spoken text using notes	Understand and recount a spoken sequence of instructions, or a description or explanation relating to a topic	Extract key information or ideas from a variety of mainstream digital texts across the curriculum, with reduced support
Ask for repetition or rephrasing of English instructions, explanations and questions	Exchange information in oral interactions; for example, respond to questions about name and country of origin from a visitor to the classroom	Interact in English with peers in routine pair or group work activities	Restate the ideas, views and opinions of others in a classroom discussion	Produce spoken texts that organise complex ideas logically, and select details to emphasise key points
Use formulaic phrases to communicate, negotiate meaning or seek attention, such as 'My name is ...' and 'Excuse me, Shalini'	Negotiate transactions for different purposes; for example, ask to borrow a book from the teacher, from the library or from a friend	Initiate, maintain and direct exchanges; for example, using conversational openers, turn-taking, topic changes, leave-taking	Contribute to effective group work by clarifying task goals and time limits, negotiating roles, requesting and responding to opinions, and suggesting procedures	Identify key points from spoken texts that include more than one speaker
Use single-word or phrasal responses to questions about self and school	Use basic collaborative language in cooperative group work, such as affirming ('yes', 'good') disagreeing ('no', 'no good'), staging ('next', 'OK')	Use modelled language to give instructions, describe and explain	Negotiate with peers and teachers in familiar informal and formal classroom situations, such as when planning a project or exchanging information	Participate in conversations with fluent speakers involving changes of topic and register
Use existing English in different situations to perform different functions, such as using 'Go home' to mean 'Can I go home?' or 'He's gone home'	Follow and give simple oral instructions with several steps	Provide information or assistance when requested in classroom interactions, such as responding to a teacher or assisting a classmate	Use available English repertoire to discuss and justify a point of view on a familiar topic	Use questions to change the direction of a discussion or to introduce a new perspective
Use circumlocution (talking around a topic) to support developing vocabulary, such as using 'a car for fly' instead of 'a plane'	Recount a short familiar event, in detail, using past tense with variable accuracy	Express simple opinions and describe feelings, such as 'I feel sorry for him because ...'	Give an impromptu response to a question on a familiar topic	Justify a point of view to peers, including on occasions non-EAL peers, with increasing confidence, such as by rebutting or clarifying (for example, 'No, I mean we should keep the forests to slow down the global warming')
State simple ideas and preferences	Contribute to a short dialogue or classroom interaction on a familiar topic	Communicate intended meaning on simple familiar topics without the listener needing to seek clarification	Practise giving a prepared oral presentation, after modelling and support	Make coherent arguments, with supporting evidence, for a point of view on an issue in class discussions or debates

Level CL	Level C1	Level C2	Level C3	Level C4
Participate in familiar situations and learning activities; for example, state simply what is being done and ask and answer simple questions	Use existing English in different contexts to accomplish different functions, such as using 'Go home, Mr Yao' to mean 'May I go home?' or 'He's gone home'	Express complex thoughts and feelings, with reliance on an attentive conversation partner asking for clarification or confirming understanding	Deliver a prepared class talk according to specified criteria, maintaining eye contact with the audience and responding to follow-up questions	Negotiate with peers and teachers when planning work and brainstorming ideas
Show a personal non-verbal response to oral narratives and recounts, such as a smile or a nod	Use circumlocution (talking around a topic) when searching for the correct term, such as using 'a car for fly' instead of 'a plane'	Contribute to a supported group problem-solving task, reaching a joint logical conclusion	Revise plans for a formal extended talk in response to feedback	Plan and deliver an extended talk that reflects a clear progression of ideas relevant to the audience and purpose
		Recount a short sequence of instructions related to classroom activities	Recount key elements of a story with reference to genre, setting, characters and plot	Evaluate the effectiveness of spoken text against given communicative criteria, such as cohesion and coherence, accuracy, fluency, flexibility, appropriateness
		Present a short prepared formal talk on a researched topic using notes and props (such as a photo)		
		Give a short impromptu response on a familiar topic		
		Recall and retell a simple story, such as a narrative, legend, fairytale		
<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>	<b>Cultural and plurilingual awareness</b>
<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>	<b>Cultural understandings</b>
Interpret non-verbal aspects of communication, such as gestures and facial cues	Observe and imitate social behaviour in speaking English	Interact effectively with some confidence with a range of interlocutors, such as when using public transport, discussing course selection with teachers, asking questions during excursions	Use some appropriate language of discussion, give suggestions and opinions (such as 'In my view' and 'I think ...'), and ask for clarification	
Employ non-verbal strategies such as gestures, mime or eye contact to elicit support from the listener	Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions, such as simple recounts, descriptions or instructions	Understand some frequently occurring colloquialisms	Express agreement and disagreement in classroom discussions using the appropriate register of academic politeness, such as 'Yes, I understand, but ...'	Shift between using formal and informal registers in response to purpose and context
Listen to and note the teacher's use of social courtesies in English	Respond to tone of voice and changes in intonation such as changes due to emotions or simple humour	Show awareness of formal and informal register, such as 'See you later, Ms Akhil'	Show an awareness of the basic information needs and interests of an audience when selecting content and the appropriate level of detail for a class talk	Identify the purpose, tone and line of argument of spoken texts, including bias and the role of non-verbal features
Follow classroom participation norms; for example, take turns, use appropriate voice volume, raise hand in a group	Participate in exchanges of greetings using a range of simple expressions to greet and respond to greetings, such as 'How are you today?', 'How are you going?', 'Fine', 'OK', 'Good, thanks'		Demonstrate awareness of audience need for an introduction and a conclusion in short formal presentations	Identify how using modal verbs can affect a speaker's intended meaning
Participate in basic exchanges of greetings, using familiar formulaic expressions such as 'How are you today?' and 'Good, thanks'	Use simple, polite expressions appropriately, such as 'please' and 'thank you'	Recognise emotive uses of interpersonal language in familiar social situations, such as when used in anger or annoyance, using stressed vocative (such as 'I said "Stop, Tom!"') and descending intonation in tag endings (such as 'That's enough Tom, isn't it?')	Develop non-verbal communication; for example, when giving a formal talk consciously establish eye contact with the audience rather than referring to notes or prompts	Project a voice that is appropriate to purpose, such as using the third person to create authority or using the first person to achieve a personal connection, and identify this in other speakers
			Adapt speech in common classroom interactions so it is appropriate to the particular context and audience	Identify common cultural and intertextual references within spoken texts, such as references the bush, Ned Kelly, karma

Level CL	Level C1	Level C2	Level C3	Level C4
Use language appropriate to the context and audience in routine interactions	Use appropriate conversational openings and closings		Identify the overall intention of an accessible but unfamiliar spoken text, such as whether the speaker was for or against a particular issue	Identify some key values, beliefs or ideologies underlying spoken texts
Recognise that certain words, gestures and intonation patterns are suitable for classroom contexts	Understand when to use common polite forms, such as 'Excuse me, Sir. Would you like one?'	Talk about the suitability of forms of politeness in different contexts	Identify examples of bias in speech, for example, through emotive expressions such as 'It's rubbish to say ...'	Identify and explain phrases with metaphorical meanings, such as 'keeping one's head' and 'bring something to a head'
Use simple, polite expressions appropriately, such as 'please' and 'thank you'	Modify speech for different audiences, such as greeting a teacher versus greeting a friend	Use and recognise some frequently occurring colloquialisms	Use some idiomatic and colloquial language appropriately	Use idiomatic and colloquial language appropriately and spontaneously
	Employ non-verbal strategies, such as gesture or mime, to elicit support from the listener			
<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>	<b>Plurilingual strategies</b>
Distinguish spoken English from other languages and attempt to respond in English	Use L1 to formulate speech in English (which may be reflected in pauses and hesitation)	Ask for the translation of specific words from other L1 speakers, such as to check context or match concepts	Talk about cultural differences related to communication, such as stance, proximity, gestures, head movements, eye contact	Discuss a point of language, such as 'Why is it "the car door" and not "the car's door"?''
Use sentence patterns from L1 to communicate ideas, such as 'the house white' and 'I very like swimming'	Use sentence patterns from L1 to communicate ideas, such as 'the house white' and 'I very like swimming'	Use L1 resources to develop English, such as glossaries, bilingual dictionaries, thesauruses	Ask for clarification to check understanding, such as 'Does that mean ...?'	Compare and contrast different ways of communicating meanings in L1 and English
Transfer some simple language structures to other contexts, such as 'I like bananas. I like soccer.'	Transfer knowledge of L1 spoken discourse to English; for example, calling the teacher 'Teacher' rather than using their name or title		Explain the L1 meaning of unfamiliar English words and phrases to L1 peers	
	Draw on L1 content background knowledge and transfer cognitive academic language skills to English learning			
	Check understanding of classroom English by asking for clarification from other L1 speakers			
<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>	<b>Linguistic structures and features</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Repeat short modelled utterances with understanding	Comprehend and produce short spoken texts such as simple recounts, descriptions, instructions	Use a variety of text types in short, spoken, subject-based interactions	Use available repertoire of spoken English to communicate abstract and generalised ideas in routine classroom activities	Sustain complex ideas and information in coherent spoken texts, taking account of audience and purpose
Provide simple explanations and descriptions	Attempt extended utterances to sustain coherent spoken text	Produce coherent and cohesive spoken texts using noun and pronoun reference	Describe a series of actions, events or processes from a spoken or digital text, including details of how and why	Produce extended speech, using connectives and signal words, such as 'unless', 'in that case', 'however', 'this shows ...', 'that shows ...'
Use simple conjunctions (such as 'and' and 'but') to link ideas in short utterances (such as 'I finish number 1 but not number 2')	Sequence events chronologically using time markers	Use a range of coordinating conjunctions (such as 'and', 'but', 'or') and subordinating conjunctions (such as 'after', 'because', 'before', 'if', 'while'), to link ideas; for example, 'She waited for Alex at the station but he didn't come'		
	Use simple cohesive devices to link spoken text and clauses; for example, use personal pronouns (such as 'he', 'she', 'it'), coordinating conjunctions (such as 'and' and 'but') and subordinating conjunctions (such as 'after' and 'because')			

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>	<b>Grammatical patterns</b>
Produce short, simple non-standard utterances showing subject–verb relations, such as ‘He sick today’, ‘Students go zoo’, ‘I no like maths’, ‘It lay the egg on the leaf’	Choose correct syntactic forms for questions, statements and commands	Use subject–verb–object pronoun pattern correctly, such as ‘John saw her. She saw John.’	Use consecutive sentences to make statements with supporting details	Formulate extended statements with increasing control over grammatical features
Use a range of formulas for appropriate purposes, such as ‘What’s the time?’, ‘Oh, no!’, ‘Very good!’, ‘Excellent work’	Recognise when a question is being asked and answer in available English; for example, respond to yes/no questions, give a reason or express an opinion	Use introductory ‘it’ and ‘there’, such as ‘It is hot’, ‘There is a book’, ‘There are books’	Use a range of connectives (such as ‘because’, ‘without’, ‘but’) to extend speech, rather than start another sentence	Use extended topic-related noun and verb groups
Use some simple question forms with some intonation (such as ‘Sit here?’) and some ‘Wh–’ questions without inversion (such as ‘Where you are going?’)	Use different question forms and simple interrogatives, such as ‘who’, ‘where’, ‘what’, ‘when’, ‘why’	Use noun groups to describe a noun further, such as ‘Animals that feed on plants are called ...’	Use and understand extended topic-related noun groups using elements such as simple possessive pronouns, some simple quantifiers (such as ‘some’, ‘a few’, ‘many’, ‘any’), adjectives, countable nouns, and uncountable nouns (such as ‘sheep’, ‘children’, ‘ladies’, ‘men’); for example, ‘Their few small habitats’ and ‘The bird’s unusual colours’	Use connectives to signal a change in perspective and conditional conjunctions to show causal relationships
Use common prepositions (such as ‘in’, ‘on’, ‘at’) in familiar contexts	Use some simple language patterns to create original utterances, such as ‘We go to sport on Monday. We go to Art on Tuesday. We go to beach on Saturday’	Use compound and complex sentences with some accuracy	Incorporate descriptive detail through the use of modifiers (such as adverbs, adjectives, levels of possibility), in spontaneous interactions	Produce spoken texts that use complex grammatical features, such as infinitive, gerund, conditional, passive voice, reported speech, relative clauses, tag endings
Use ‘I’, ‘me’, ‘you’, ‘we’, ‘my’ and ‘your’ correctly, as well as personal pronouns and possessive adjectives but with less accuracy	Attempt multiple-clause utterances to express a variety of language functions, such as ‘Can I leave at 2:30 because I have appointment?’	Use a wide range of question forms, such as ‘Could you tell me ...?’, ‘What was she doing ...?’, ‘How long was the river ...?’		Use the language of prediction, hypothesis and conditionality in a problem-solving task, such as ‘If ..., then ...’ and ‘That won’t work because of the ...’
	Use simple two- or three-word noun groups with adjectives, and simple possessive pronouns	Use descriptive language to describe an object, place or idea, such as ‘It’s got brown fur, is big and has long claws’	Use time signals to link extended speech, such as ‘Before we started the experiment, we ...’ and ‘At the end of this talk, I’ll ...’	Use modality and hedging to qualify opinions, such as ‘may’, ‘might’, ‘in some cases’, ‘I think that ...’, ‘in my view’
	Attempt different English verb tenses, such as present simple tense (‘walk’, ‘go’), present continuous tense (‘is walking’, ‘is going’) and regular and common irregular past tenses (‘walked’, ‘went’), with some consistency	Use the language of comparison and contrast to describe the attributes and nature of things	Demonstrate varying use and control of the passive voice	
	Use common phrases of time and place, such as ‘in’, ‘on’, ‘at’, ‘in Melbourne’, ‘on Monday’	Use direct and indirect speech and verbs of saying and thinking, such as ‘He said that ...’ and ‘They thought that ...’	Use definite and indefinite articles, plurals, and the verb forms ‘to be’ and ‘to have’ with appropriate modal verbs	
		Use adverbial phrases, pronouns and irregular past tenses with some accuracy	Use some conditional forms, such as ‘If it is OK with you, I would like to try ...’	
		Use modal verbs, such as ‘would’, ‘can’, ‘could’ ‘should’	Experiment with tag endings on questions, such as ‘We do this now, don’t we?’	
		Use mostly correct forms of negation, such as ‘I don’t like maths’, ‘She hasn’t got a sister’		
		Use common contractions, such as ‘I’m’ and ‘she’s’		

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>	<b>Word knowledge</b>
Recognise and use common words relating to familiar class routines, people, experiences and interests	Identify key vocabulary and ideas from short, familiar spoken texts, supported by context	Use familiar vocabulary to convey shades of meaning, such as 'good', 'fine', 'terrific', 'wonderful', 'excellent'	Infer the meaning of unknown words from context cues	Use existing vocabulary knowledge to determine the meaning of new words presented in a subject-specific spoken or audiovisual text, such as an online clip
Use common descriptive words, such as words that describe colour, size, attributes	Use common compound words to extend vocabulary, such as 'rainforest' and 'thunderstorm'	Use topic-related compound words to extend vocabulary, such as 'landform' and 'earthquake'	Comprehend familiar and subject-specific vocabulary in a spoken or digital text	Use words with multiple meanings across subjects, such as using 'state' in reference to a territory, a state of matter and a state of affairs
	Use everyday collocations, such as 'go home', 'eat lunch', 'do homework', 'save time'	Use suffixes to extend vocabulary, such as 'manage', 'manager', 'management'	Use subject-specific vocabulary, including technical terms (such as 'photosynthesis' and 'expiration') and sub-technical terms (such as 'process' and 'analysis')	Use knowledge of Greek- and Latin-derived words to extend subject-specific vocabulary, such as 'percentage', 'century' and 'centimetre'; 'astronomy' and 'economy'; 'hydrogen' and 'hydro-electric'
	Use common synonyms (such as 'hot' and 'warm') and antonyms (such as 'fast' and 'slow')	Use subject-related synonyms and antonyms, such as 'hot', 'warm', 'cool' and 'cold'; 'quick', 'fast' and 'slow'	Incorporate vocabulary learnt from written or spoken texts when speaking	
	Use words from lexical sets related to communicative need, interest or experience, such as words related to family, school, colours, numbers, days, months	Use subject-related collocations, such as 'open an account' and 'find the solution'		
	Apply learned vocabulary to subject-based topics	Build new words from word roots, such as 'invitation' from 'invite'		
<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>
Imitate and practise pronunciation, stress and intonation patterns	Repeat accurately the rhythm, intonation and pronunciation of other speakers' utterances	Attempt pronunciation of unfamiliar polysyllabic words	Identify specific pronunciation problems that need attention, such as 'I can't tell the difference between "walk" and "work"'	Use intonation, volume and stress to emphasise an opinion or emotion, such as 'That is NOT what happened'
Use word stress, rhythm and intonation to deliver information about familiar topics	Identify key elements of communication from word stress, rhythm and intonation	Infer meanings from stress, rhythm and intonation patterns, in familiar contexts	Demonstrate sufficient control of stress, rhythm and intonation to be understood in most situations	Self-correct and improve aspects of pronunciation that impede communication (such as the articulation of final consonants or a specific vowel sound, or inappropriate word stress) and focus on correction
Use stress or intonation appropriately in simple utterances; for example, use rising intonation when asking simple questions, and stress key words in short utterances	Speak with greater confidence and fluency, although with intelligibility sometimes affected due to pronunciation, stress and intonation	Use stress or intonation appropriately in common utterances; for example, use rising intonation when asking questions, and stress key words in short utterances		Use intelligible pronunciation, intonation and stress
		Distinguish different intonation patterns, such as for questions, statements, lists		
		Use intonation to emphasise the intended message of an utterance, such as 'Birds don't have fur, they have feathers'		

Level CL	Level C1	Level C2	Level C3	Level C4
<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>
At Level CL students communicate simply but effectively in English in a limited range of familiar social and classroom contexts. They communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their limited English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives. They use their limited repertoire with varying accuracy to ask and respond to questions in predictable and familiar contexts, express simple ideas and preferences, and provide simple explanations and descriptions. They use some basic strategies to initiate and sustain simple conversations in English, repeating and re-pronouncing as necessary.	At Level C1 students communicate simply but effectively in English in a limited range of familiar social and classroom contexts, and when learning in contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short simple and well-rehearsed grammatical features; and creative adaptations of their limited English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common instructions and questions and simple descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.	At Level C2 students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and awareness of Australian cultural expectations appropriately. With support in academic contexts, they extract some specific information from accessible digital texts and understand teacher explanations involving familiar subject-specific vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structure and features of extended texts, by using appropriate stress, intonation and pausing, eye contact, and modelled introductory and concluding sentences.	At Level C3 students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss aspects of issues and texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, connectives, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret accessible spoken and digital texts and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand small amounts of abstract and generalised information when appropriate background is provided.	At Level C4 students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, conditionals, passive voice and a wide range of tenses and connectives. They demonstrate understanding of the qualities that affect fluency in English, including pausing, stress, rhythm and intonation. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners' reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively explicit subjective language. They extract information from challenging spoken texts, using guide questions, completing tables and taking notes on key ideas.

# Glossary

## Abstract idea

An abstract idea or way of thinking is based on general ideas or concepts removed from the material world, such as 'peace', 'kindness', 'beauty', rather than on real things and events.

## Accent

A manner of pronunciation of a language that marks speakers as belonging to identifiable categories such as a geographical or ethnic origin, social class or generation.

## Accuracy

Production of structurally correct forms of the target language.

## Adjective

A word that modifies or describes a noun or pronoun, for example, 'astonishing' in 'an astonishing discovery'.

## Adverb

A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example, 'really' in 'He is really interesting') or another adverb (for example, 'very' in 'She walks very slowly'). In English many adverbs have an '-ly' ending.

## Adverbial

A word or group of words that contributes additional but nonessential information to the larger structure of a clause.

An adverbial can contribute circumstantial information to a clause (for example about place, 'outside' in 'I spoke with him outside'; when or how, 'quickly' in 'She responded quickly'). It can also contribute evaluative interpersonal meaning to a clause (for example 'frankly' in 'Frankly, I don't care').

Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as an adverbial in a clause (for example 'tentatively' in 'They opened the letter tentatively', '...on the beach' in 'The dog was running on the beach'. An alternative term for 'adverbial' is 'adjunct'.

## Agent

The person or object who performed the action in a passive verb form, such as 'John was pushed by Mary.' In this case 'Mary' is the agent.

## Agreement (subject–verb)

When the form of the verb matches the subject, for example, 'I go', 'She goes', 'Gilbert takes care of his mother.'

## Antonym

A words with opposite meaning to a given word.



## Apposition

When one noun group immediately follows another with the same reference, they are said to be in apposition, for example, 'our neighbour, Mr Grasso ...', 'Canberra, the capital of Australia, ...'

## Article (indefinite, definite, zero)

An article comes before a noun to show whether it is a general category ('a', 'an', for example, 'an egg', 'a bridge') or specific ('the', for example, 'the egg', 'the bridge'). In some cases, no (zero) article is used, for example, 'Eggs are nutritious.'

## Articulation of sounds

The way phonemes or sounds of spoken language are produced. For example, /p/ as in 'pin' is made by suddenly releasing a flow of air from between the lips, without using the voice.

## Audience

The intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.

## Authentic texts or materials

Texts or materials produced for everyday, or 'real-life', purposes and contexts, as opposed to being created specifically for learning tasks or language practice.

## Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

## Auxiliary verb

A verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, for example, 'they will go', 'I did eat lunch', 'she might fail the exam'.

## Back channelling

In a conversation, when a listener nods or verbally signals their understanding of what is said.

## Base verb or word

The form of a verb without any endings (such as '-ed' or '-ing'), which is listed in a dictionary and follows 'to' in the infinitive, for example, 'walk'. The term 'base' can be applied to any word that can be changed by the addition of a prefix or suffix to form new words; for example, the base word 'act' can be changed to 'react'.

## Bilingualism/multilingualism

An ability to use two or more languages.

## Biography

A detailed account of an individual's life, and a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept

of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

## Characters

1. Graphic symbols used in writing in some languages.
2. The protagonists in a novel or dramatic performance.

## Circumlocution

Using a group of words to explain something, when a speaker doesn't know the right word; for example, using 'the thing you use to cut paper with' for the word 'scissors'.

## Clause

A clause creates a message through the combination of a subject (the element being identified for comment) and its predicate (the comment about the subject which contains a verb), for example 'I (subject) shall eat my dinner (predicate).'

There are different kinds of clauses. The clause that is essential to any sentence is an independent (or main) clause.

Compound and complex sentences contain more than one clause.

A clause that provides additional information to the main clause but cannot stand alone is a dependent (or subordinate) clause. For example:

- 'When the sun goes down (dependent), I shall eat my dinner (main).'
- 'My time is limited (main) because I am reading Shakespeare.' (dependent)
- An embedded clause occurs within the structure of another clause often as a qualifier to a noun group, for example:
- 'The man who came to dinner (embedded) is my brother.'

## Code-switching

A use of more than one language in a single utterance, for example, 'Papa, can you pass me the jambon, please?' Code-switching is a common feature of bilingual and multilingual language use.

## Cognates

Similar or identical words that have shared origins. For example, 'father' (English), 'Vater' (German) and 'pater' (Latin) have a shared origin; 'gratitude' (English) and 'gratitud' (Spanish) are both derived from 'gratitudo' (Latin); English 'ship' and 'skiff' share the same Germanic origin.

## Cohesion and cohesive devices

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').

## Collocation

Words that typically occur in close association and in particular sequence, for example, 'salt and pepper' rather than 'pepper and salt' and 'ladies and gentlemen' rather than 'gentlemen and ladies'.

## Colloquial and idiomatic language

Language that does not necessarily follow formal and grammatical conventions. Colloquial language is informal, and often spoken, language that is used in particular social situations, while idiomatic language is where fixed words have a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').

## Colon

A punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences.

## Communication

A mutual and reciprocal exchange of meaning.

## Communicative competence

An acquired capability to understand and interact in context using the target language, defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

## Complex sentence

Contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like 'when', 'while', and 'before'. A complex sentence will not make sense without an independent clause. In the following example, the dependent clause is underlined and the conjunction is in bold: '**When the sun came out**, we all went outside.'

## Complexity

A degree to which language use is complex as opposed to simple.

## Composing

A process of producing written, spoken, graphic, visual or multimodal texts. Composing also includes applying knowledge and control of language forms, features and structures required to complete the task.

## Compound sentence

A sentence consisting of two or more independent (main) clauses joined by coordinating conjunctions like 'and', 'or' 'but' and 'so'. Each clause is coordinated or linked so as to give each one equal status as a message. In the following example, the coordinating conjunction is underlined and verbs are highlighted: 'The sun **emerged** and we all **went** outside'.

## Comprehension/comprehending

An active process of making, constructing or deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, and their text-processing strategies and capabilities; for example, making inferences or applying knowledge of text types and social and cultural resources.

## Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
- drawing on language knowledge and experience (for example, gender forms)
- listening for intonation or expression cues
- interpreting grapho-phonetic, semantic and syntactic cues.

## Concepts about print

Concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading.

## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects, for example, 'school', 'girl'.

## Conditional

A sentence in which one event depends on the other happening, for example, 'If it rains, we'll get wet.'; 'If I won a million dollars, I would buy a new house for my family.' Different types of conditionals reflect the speaker's or writer's degree of certainty about the event actually occurring.

## Conjunction

A word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two major types of conjunctions for linking messages: coordinating conjunctions and subordinating conjunctions.

- coordinating conjunctions are words that link words, phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'but':
  - 'Mum and dad are here' (joining words)
  - 'We visited some of our friends but not all of them' (joining noun groups)
  - 'Did I fall asleep and miss my dinner?' (joining clauses)
- subordinating conjunctions introduce certain kinds of dependent clauses;
  - 'that' simply marks declaratives, for example 'I know that he is ill'

- 'whether' (or 'if' in the sense in which it is equivalent to whether) marks interrogatives, 'I wonder whether/if she's right'
- 'while', 'after', 'when', 'because', 'if' (in the conditional sense) serve to mark the kind of dependent clause it introduces: for example, one of time, reason, condition, 'We went home after/when the meeting ended', 'They stayed in because it was raining', 'I'll do it if you pay me'

## Connective

Words that link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:

- temporal – to indicate time or sequence ideas (for example 'first', 'second', 'next')
- causal – to show cause and effect (for example 'because', 'for', 'so')
- additive – to add information (for example 'also', 'besides', 'furthermore')
- comparative – for example 'rather', 'alternatively'
- conditional/concessive – to make conditions or concession (for example 'yet', 'although')
- clarifying – for example 'in fact', 'for example'

## Consonant (Initial, medial and final)

1. In speaking, sounds that are made by blocking the flow of air with some part of the mouth (such as lips, teeth, tongue, hard palate, soft palate). Sometimes the voice is used, for example, /b/ as in 'bin' (voiced), /p/ as in 'pin' (voiceless). Consonants can be at the beginning of a syllable or word (for example, /k/ as in 'cat') or at the end of a syllable or word (for example, /k/ as in 'back'). They can also be in the middle of a word (for example, /n/ as in 'final'). They are contrasted with vowels in pronunciation.

2. In writing, all letters except 'a', 'e', 'i', 'o', 'u' (in certain situations).

## Content

A subject matter used as a vehicle for language learning.

## Context

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

## Convention

An accepted language or communicative practice that has developed and become established over time, for example, use of punctuation or directionality.

## Conversational partner

The person or people one is speaking to or with. Also referred to as 'interlocutor'.

## Coordinating conjunctions

Words that link phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'either', 'neither', 'but', 'so' and 'then'.

## Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

## Creating

Creating refers to the development and/or production of spoken, written or multimodal texts in print or digital forms.

## Cues

Sources of information used to facilitate comprehension of language, which may be visual, grammatical, gestural or contextual.

## Cultural conventions

Relationship between language factors and sociocultural context of use; appropriateness of language used for the context in which it is used.

## Cultural fluency

The ease with which someone interacts in a given cultural context. This ease of interaction follows the expected patterns of behaviour and uses language appropriate to the context in which communication is taking place.

## Culture

In earlier models of language teaching and learning, 'culture' was represented as a combination of literary and historical resources, and visible, functional aspects of a community's or group's way of life, such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers, listeners or viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

## Dependent clause

A clause that cannot make complete sense on its own. It needs to be combined with an independent clause to form a complete sentence. The dependent clause can be introduced by a finite verb like 'goes' in the following sentence: 'When the sun goes down, I shall eat my dinner.' But it can also be introduced by non-finite verbs, as in 'going' in the following sentence: 'From 1966 to 2001 the total population decreased, going from 11,800 down to 11,077.'

## Design

The way particular elements are selected and used in the process of text construction for particular purposes. These elements might be linguistic (words); visual (images); audio (sounds); gestural (body language); spatial (arrangement on the page, screen or 3D), and multimodal (a combination of more than one).

## Dialect

A variant of a language that is characteristic of a region or social group.

## Digital media

Various platforms via which people communicate electronically.

## Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

## Digraph

Two letters that represent a single sound. Vowel digraphs have two vowels (for example, 'oo' and 'ea'). Consonant digraphs have two consonants (for example, 'sh' and 'th').

## Diphthongs

A vowel that begins in the position of one vowel, and moves towards the position of another vowel. For example, /eɪ/ as in 'paid' starts as /e/ as in 'end', and finishes by moving up towards /ɪ/ as in 'it'.

## Direct speech

The actual words spoken by a speaker, written using appropriate punctuation; for example, 'He said, "I didn't do it!"' This can be compared to reported speech; for example, 'He said he didn't do it.'

## Directionality

A direction in which writing or script occurs, such as from left to right, or right to left.

## Discourse

Language produced and used in communication, described in terms that are broader than those used to describe grammar; for example, conversations and types of texts.

## Dominant language

The language used most often and in which a person is most proficient.

## Ellipsis

The omission of words that repeat what has gone before; these terms are simply understood (for example 'The project will be innovative. To be involved will be exciting.' – 'in the project' is ellipsed in the second sentence).

Through a related resource called substitution, a word like 'one' is substituted for a noun or noun group, as in 'There are lots of apples in the bowl. Can I have one?' ('of them').

A cohesive resource that binds text together and is commonly used in dialogue for speed of response and economy of effort, for example (do you) 'Want a drink?' / 'Thanks, I would.' (like a drink).

The use of three dots. This form of punctuation (also known as points of ellipsis) can be used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an onscreen menu.

## Encode

A process of changing spoken language into symbols of written or digital language.

## Enunciation

A clear and distinct pronunciation of language.

## Error

When a second language learner consistently produces an incorrect form (such as an incorrect word, grammatical structure or sound). Contrast with **Mistake**.

## Evaluative language

Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man' or 'How wonderful!'); however, they can be left implicit (for example, 'He dropped the ball when he was tackled' or 'Mary put her arm round the child while she wept.')

## Face

A 'socio-dynamic' term that concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.



## Figurative language

Words or phrases used in a way that differs from the expected or everyday usage. They are used in a nonliteral way for particular effect (for example, simile, metaphor, personification).

## Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, 'I went to the station ... er ... then I caught a train ...' Frequent use of fillers characterises early stages of second language development, but proficient speakers and first language speakers also use them as an opportunity to reflect or recast.

## Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, and lack of hesitation and undue pausing, and it characterises the largely accurate use and automatised use of the target language.

## Form (of a word)

The form a word takes when it is used as different parts of speech (for example, 'music', 'musician', 'musical', 'musically').

## Formulaic language

Words or expressions that are commonly used in fixed patterns and learnt and produced as routine, without the speaker necessarily understanding the meaning and nature of the parts (words or grammatical structures) that make up the phrase or expression. For example, 'Once upon a time' (story-starter); 'G'day. How are you going?' (greeting in Australian English).

## Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

## Genre

A category used to classify text types and language use, characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

## Gerund

The bare form of the verb with an '-ing' ending, such as 'going'. Gerunds can often work as nouns or other parts of speech, such as, 'I like dancing'.

## Grammar

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

## Grapho-phonetic knowledge

The knowledge of how letters in printed language relate to the sounds of the language, and the knowledge of how symbols (letters, characters) represent spoken language.

## Handwriting

The production of legible, correctly formed letters by hand or with the assistance of writing tools, such as pencil grip or assistive technology.

## High-frequency sight words

The most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or 'high-frequency' words in English are not able to be decoded using sound–letter correspondence because they do not use regular or common letter patterns. These words need to be learnt by sight; for example, 'come', 'was', 'were', 'one', 'they', 'watch', 'many'.

## Homophone

A word identical in pronunciation with another but different in meaning (for example, 'bare' and 'bear', 'air' and 'heir').

## Honorific

A grammatical form, typically a word or an affix (an element that can be added to a stem or base), that has at least part of its meaning to do with the relative social status of the speaker in relation to the addressee, other participant or context; for example, when a student refers to their teachers as 'Miss' or 'Sir'. Honorifics are parts of speech that signify respect, politeness and emphasise social distance or status.

## Hybrid texts

Composite texts resulting from a mixing of elements from different sources or genres (for example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print).

## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

## Hypertext

A text that contains links to other texts.

## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word (for example, some Chinese characters).

## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').

## Independent clause

A clause that makes sense on its own (whereas a dependent clause needs an independent clause for the sentence to make sense).

## Infinitive

A base form of a verb (for example, 'to go' or 'go').

## Input

Direct contact with and experience of the target language, and the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

## Intelligible/intelligibility

The degree to which what someone is saying can be understood.

## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, 'very interesting', 'awfully boring').

## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design, framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making, and that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative

proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).

### Interpret

In the context of language learning, ‘interpret’ refers to two distinct processes:

- the act of translation from one language to another
- the process of understanding and explaining, and the ability to conceive significance and construct meaning, and to explain to self or others.

### Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations. Rising, falling and flat intonation can convey meaning (for example, a question, such as ‘Is that true?’, or a statement of certainty, ‘It is.’) or convey or be interpreted as indicating attitudes of speakers, such as interest (rises and falls in pitch) or boredom (a flat intonation with little variation in pitch).

### Imperative

The basic form of a verb used for giving instructions or orders, such as ‘Go and tell her’.

### Irregular verbs

Verbs that do not use ‘-ed’ to make their simple past tense form, such as ‘run’ (‘ran’) or ‘cut’ (‘cut’).

### L1

A person’s first language, home language or mother tongue.

### Language

A human cognitive and communicative capability that makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate. Language is described and employed:

- as code – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways
- as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations
- as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, and its subject matter, audience and mode or medium of production.

## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call-and-response pattern of some games, or the to and fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements that influence language use such as:

- politeness or kinship protocols
- the nature of language communities that use the language
- the historical and/or current relationship of a language with education in Australia
- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

## Layout

The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, and inclusion of captions, labels, headings, bullet points, borders and text boxes.

## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

## Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

## Lexical set

A group of words that are related in some way. They may be relevant to a particular topic, have a similar function (such as adjectives) or have a common sound or spelling.

## Linguistic structures and features

Parts of the linguistic system of English related to text structure, ordering of words and elements in sentences and phrases, vocabulary, elements of pronunciation and phonology, non-verbal aspects of communication, and elements of print such as letters, punctuation and paragraphs.

## Linking (or connecting) sounds

In spoken speech, some sounds are added, or changed, in order to assist the flow of sounds. For example, in British or Australian English a /j/ sound ('y' as in 'you') is sometimes inserted between a vowel sound at the end of a word and the beginning of the next word, so 'the arts' sounds like 'the yarts'. If this is not done, speech does not sound fluent.

## Listening

The use of the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems.

## Literacy resources

Individual resources and capabilities that students bring to their learning experience. These include text knowledge, grammatical and vocabulary knowledge, and knowledge of phonetic and writing systems.

## Logical connectives

A conjunction that describes the relationship between parts of a sentence or text; for example, 'The Australian soldiers were gallant and brave, however, the German defenders were better armed and ready for the attack.' See also **Connective**.

## Macro skills

The four major language skills: listening, speaking, reading and writing.

## Main clause

In a sentence with more than one clause, the main clause conveys the central idea of the sentence. The main clause could form a sentence itself, without the other clauses; for example, 'Because she was scared, the dog ran away.'

## Media texts

Spoken, print, graphic or electronic communications created for a public audience. They often involve multiple creators and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s) or culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer; writing and the pen or the keyboard).

## Metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction'; or about the social and cultural nature of language, such as 'face', 'reciprocating', 'register').

## Mistake

When a second language learner produces an incorrect form (such as an incorrect word, grammatical structure or sound) that they usually produce accurately. A mistake may be caused by fatigue or some distraction. Compare with **Error**.

## Mnemonic

An aid used to memorise information, such as a pattern, rhyme, acronym or visual image.

## Modal verb

A verb attached to another verb to express a degree of probability (for example, 'I **might** come home') or a degree of obligation (for example, 'You **must** give it to me', 'You **are** to leave now').

## Modality

Aspects of language that suggest a particular angle on events, or a speaker's or writer's assessment of possibility, probability, obligation and conditionality. Modality is expressed linguistically in choices of modal verbs (for example, 'can', 'may', 'must', 'should'), modal adverbs (for example, 'possibly', 'probably', 'certainly') and modal nouns (for example, 'possibility', 'probability', 'certainty').

## Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.

## Modifier

A word (or group of words) that gives further information about another word or group of words; for example, 'The brown dog', 'the car that was driving quickly and erratically'.

## Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word 'cat' has one morpheme while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

## Morphemic knowledge

Knowledge of morphemes, morphemic processes and the different forms and combinations of morphemes (for example, the word 'unfriendly' is formed from the stem 'friend', the adjective-forming suffix 'ly' and the negative prefix 'un').

## Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

## Multimodal text

A text that involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

## Narrative

A story of events or experiences, real or imagined.

## Narrative devices

Techniques used to help in the narrating of a story or reported event; for example, imagery, metaphor, allusion.



## Neologism

A new word that has been created (for example, 'smartphone', 'modem', 'AIDS') or an existing word that is used in a new way (for example, 'deadly' or 'epic').

## Nominalisation

A process for forming nouns from verbs (for example, 'reaction' from 'react', or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', or 'eagerness' from 'eager').

A process for forming noun phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').

Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

## Noun

A word class used to represent places, people, ideas and things. Nouns can be made plural (for example, 'dog', 'dogs') and can be marked for possession (for example, 'dog', 'dog's').

There are different types of nouns, including:

- abstract noun, which refers to an idea, state or quality (for example 'democracy', 'freedom', 'courage', 'doubt', 'success', 'love')
- concrete noun, which refers to something that has a physical reality and that may be seen, touched, tasted
- pronoun, which refers to words like 'I', 'you', 'them' and 'hers' that are used in place of a noun.

## Noun groups

A group of words building on a noun. Noun groups usually consist of an article ('the', 'a', 'an') plus one or more adjectives. They can also include demonstratives (for example, 'this', 'those'), possessives (for example, 'my', 'Ann's'), quantifiers (for example, 'two', 'several') or classifiers (for example, 'wooden') before the head noun. When these come before the noun they are called pre-modifiers. Phrases and clauses can act as post-modifiers following the head noun (for example 'the girl with the red shirt who was playing soccer').

## Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

## Orthography

Writing words with correct letters or characters according to common usage.

## Paralanguage

Additional elements of spoken communication that are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

## Paralinguistics

A study of paralinguage elements of expression.

## Parts of speech

Terms used to classify words according to their place in a sentence; for example, nouns, adjectives, verbs, prepositions.

## Past tense

Forms of a verb that indicate an action or state happened in the past. For example, 'I ran to her', 'I was sad', 'He was running'

## Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities that constitute the 'art and science' of teaching.

## Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

## Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word 'is' has two phonemes: /i/ and /s/; 'ship' has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the 'p' in 'pin' and 'spin' differs slightly in pronunciation but is regarded as being the same phoneme – that is, as having the same functional meaning within each word.

## Phonics

A relationship between letters or characters and the sounds they make when pronounced.

## Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

## Phonology

The sound system of a language.

## Phrase

A group of words that has meaning and can form a grammatical unit, such as the subject of a sentence, but which does not contain a verb; for example, 'The big black dog'.

A unit intermediate between clause and word consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun phrase (for example, 'men' or 'the men who died'), and one with a verb as head is a verb phrase (for example, 'went' or 'had gone') and so on.

## Pitch range

The extent to which the pitch (or musical tone) of speech varies. A small pitch range sounds like a speaker is unanimated, or not interested. A larger pitch range generally makes speech sound more animated or interesting. See also [Intonation](#).

## Plurilingualism

The ability to use several different languages for communication, including switching between languages when necessary to help communication and learning. It involves an interconnected knowledge of multiple languages, even if a person has different levels of skills in each language.

## Point of view

Refers to the viewpoint of an author, audience or characters in a text.

Narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, and reliable or unreliable in interpretation of what happens.

## Polysyllabic words

Words of two or more syllables.

## Possessives

Ways of indicating ownership, including:

- noun + apostrophe + 's'; for example, 'Maria's book'
- possessive adjective (sometimes referred to as 'possessive determiner'); for example, 'her book'
- possessive pronoun; for example, 'the book is hers'.

## Pragmatics

A study of how context affects communication, for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

## Predictable text

Texts that are easily navigated and read by beginner readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words.

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the book cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning; for example, 'unhappy'.

## Preposition

A part of speech that precedes a noun, noun phrase, phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space or direction ('below', 'in', 'on', 'to', 'under' – for example, 'she sat on the table')
- time ('after', 'before', 'since' – for example, 'I will go to the beach after lunch')
- things that do not relate to space or time ('of', 'besides', 'except', 'despite' – for example, 'he ate all the beans except the purple ones').
- Prepositions usually combine with a noun group or phrase to form a prepositional phrase; for example, 'in the office', 'besides these two articles'.

## Present tense

Form of a verb that indicates the action or state is at the present moment of time.

## Productive language use

One of the two aspects of communication through language (see **Receptive language**) involving the ability to express, articulate and produce utterances or texts in the target language.

## Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, 'Ahmad chose a chocolate cake. He ate it that evening' (where 'he' and 'it' are personal pronouns, and 'that' is a demonstrative pronoun).

## Pronunciation

The way sounds are produced so a listener can perceive and identify them.

## Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

## Proxemics

A use of space, posture and touch as elements of non-verbal communication.

## Purposeful learning

Learning that results from authentic, everyday language experiences that involve real purpose and achievable outcomes.

## Qualifier

A word that comes before an adjective or adverb to increase or decrease the quality described by the adjective or adverb, such as 'very' or 'a little' in 'He was very tired' and 'She was a little angry'.

## Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- closed questions are questions for which there are predictable answers. For example, 'What time is it?' These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routine interactions. They are frequently used to scaffold early language development.
- open questions are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, 'How do you feel about that?', 'What do you think might happen next?'. They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting, which support new understanding and knowledge development.

## Read

The act of processing words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts.

## Receptive language

One of the two components of communication through language (see **Productive language**): the 'receiving' aspect of language input, and the gathering of information and making of meaning via listening, reading, viewing processes.

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (intraculturality) and to the likely impact of the self on the other person involved (interculturality). Things previously taken for granted are noticed in reference to new or

different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*; for example, informal register or academic register.

## Relative clause

A clause that adds information about one of the nouns in a main clause; for example, 'the house that Jack built'.

## Return sweep

The way English print travels from left to right and then returns to the left of the page for the next and each subsequent line.

## Rhetorical question

A question that is asked to provoke thought rather than require an answer.

## Rhythm

The timing of stressed syllables in a language. In English the time between stressed syllables is equal.

## Rime and onset

The separate sounds in a syllable or in a one-syllable word. For example, in 'cat', the onset is /c/ and the rime is /at/; in 'shop', the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets (such as /t/ in 'top', 'town', 'tar', 'tap') or common rimes (such as /at/ in 'cat', 'pat', 'sat', 'rat'). These are very useful for teaching spelling.

## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

## Root of a word

A word or word element that cannot be reduced to a smaller unit and from which other words are formed; for example, 'plant' in 'replanting'.

## Saliency

A strategy of emphasis, highlighting what is important in a text. In images, saliency is created through strategies like placement of an item in the foreground, size, and contrast in tone or colour. In writing, saliency can occur through placing what is important at the

beginning or at the end of a sentence or paragraph or through devices such as underlining or italics.

### **Scaffolding**

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

### **Scanning**

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word; for example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression of the main meaning.

### **Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

### **Semantic and syntactic cues**

Cues are things a reader uses to help them make sense of what they are reading. Semantic cues are related to meaning, what would make sense given the words that are recognised, and knowledge of the topic of the text. Syntactic cues are aspects of the grammar that help a reader make sense of a text, such as realising an event is in the past because of the use of past tense verbs.

### **Semantic knowledge**

Knowledge gained at a meaning level rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

### **Semicolon**

A semicolon can join clauses that could stand alone as sentences. In this way clauses that have a close relationship with one another may be linked together in a single sentence.

### **Sentence**

A unit of written language consisting of one or more clauses that are grammatically linked. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. There are different types of sentences:

- simple sentence – has the form of a single independent clause (for example, 'Mary is beautiful.' 'The ground shook.' 'Take a seat.')

- compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example, ‘and’ is the coordinating conjunction: ‘We went to the movies and bought an ice cream.’
- complex sentence – contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like ‘when’, ‘while’ and ‘before’ as in the following examples: ‘We all went outside when the sun came out.’ and ‘Because I am reading Shakespeare, my time is limited.’

### Simple past tense

Most basic form of a verb that shows the action or state occurred in the past, without an auxiliary verb; for example, ‘She jumped’, ‘I ran’ (not ‘I was running’).

### Simple present tense

Most basic form of a verb that shows the action or state is occurring now, without an auxiliary verb; for example, ‘She jumps’, ‘I run’ (not ‘I am running’).

### Simple sentence

Contains one clause and expresses a complete thought. It has a subject and a verb and may also have an object or complement.

### Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

### Sound–symbol (sound–letter and letter–sound) relationship

The connection between a written letter and the sound it represents. This can be quite irregular in English, partly because there are more sounds than letters, and so many letters can represent more than one sound; for example, different spellings representing the same sound, as in ‘bed’ and ‘thread’, or the same spelling can represent different sounds, as in ‘read’ (present tense) and ‘read’ (past tense). Some combinations of letters are also used to represent a single sound. When EAL students are reading and viewing, they often work from letter to sound, but when writing they often work from sound to letter.

### Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world.

### Standard Australian English

The variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the ‘common language’ of Australians.



## Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

## Strategy

Ways of reaching a goal. Communication strategies help to convey a meaning, for example, asking a conversational partner for help (as in 'What is the word?'). Learning strategies help learners to learn, for example, repeating new words several times.

## Stress (word and sentence)

Articulation of a syllable or word with more force than the surrounding syllables or words, so it sounds louder and longer; for example, '**She** will conduct the orchestra; her conduct is exemplary.' In polysyllabic words, certain syllables are stressed; for example, '**economy**', '**economics**'. In sentences, the words that carry the main parts of the speaker's intended meaning are stressed; for example, 'I'll see you as the **station** at **nine**.'

## Stylistic features

The ways aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Brontës' novels, Lawson's poems) as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas and juxtaposition.

## Subject

An element in the structure of a clause, usually filled by a noun group that is enacting the verb; for example, 'the dog (subject) was barking'. The normal position of the subject is before the verb group, but in most kinds of interrogative it follows the first auxiliary verb; for example, 'Was the dog barking?', 'Why was the dog barking?'.

In independent clauses the subject is an obligatory element except in imperative clauses and casual style; for example, 'There will be no milk left.'

Most personal pronouns have a different form when the subject of a finite clause (such as 'I', 'he', 'she') than when the object ('me', 'him', 'her'); for example, 'She won the race', not 'Her won the race'. In the present tense and the past tense with the verb 'be', the verb agrees with the subject in person and number; for example, 'Her son lives with her' and 'Her sons live with her'

## Subject matter

The topic or theme under consideration.

## Subordinating conjunction

Links a dependent clause to an independent (main) clause in a sentence. Examples include conjunctions like 'when' in the sentence: 'When I went to Sydney, I met my aunt'; 'while' in 'While waiting for my dinner, I fell asleep'; and 'although' in 'Although I left my coat behind in the car, I continued on my way.'

## Subject–verb–object (SVO) sequence

In English grammar, sentence structure is the arrangement of words, phrases and clauses in a sentence. The most frequent word orders in sentences contain the sequence of subject – verb – object. This provides the reader with the expectation that the first noun in a sentence is the subject and the second noun is the object. The subject is the person or thing doing something, and the object is having something done to it. For example, ‘He (S) loves (V) football (O).’

## Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense, as in ‘-ed’ in ‘passed’). Common suffixes in English include ‘-ing’, ‘-ed’, ‘-ness’, ‘-less’, ‘-able’.

## Syllabification

The process of dividing words into syllables.

## Syllable

A single unit of pronunciation.

## Synchronous

Occurring or existing at the same time.

## Synonym

Words that have a similar meaning; for example, ‘healthy’ and ‘well.’

## Syntax/syntactic

An ordering of sentence elements such as words, phrases and clauses. In some education settings, the terms ‘syntax’ and ‘grammar’ are used interchangeably. Syntactic is the adjective, meaning ‘things to do with syntax’.

## Tag ending

When a question is added to the end of a sentence; for example, ‘That’s right, isn’t it?’

## Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.

## Target language

A foreign language that someone is learning, or a language into which a text has to be translated.

## Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-

based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks include researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

### Telegraphic speech

Abbreviated expression using only the most important words to convey the meaning.

### Tense

A verb form that locates the event described by the verb in time.

The basic tenses in English are:

- simple present: 'Sarah laughs'
- present continuous: 'Sarah is laughing'
- simple past: 'Sarah laughed'
- past continuous: 'Sarah was laughing'
- present perfect: 'Sarah has laughed'
- past perfect: 'Sarah had laughed'
- present perfect continuous: 'Sarah has been laughing'
- past perfect continuous: 'Sarah had been laughing'
- future: 'Sarah will laugh'
- future continuous: 'Sarah will be laughing'.

### Text

The means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in films or computer presentation media.

### Text navigation

The way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end; readers of nonfiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects, such as videos or animations, making quick judgements about relevance of material.

### Text processing strategies

Strategies readers use to decode a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They

include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and re-reading.

### Text structure

The ways information is organised in different types of texts; for example, chapter headings, subheadings, tables of content, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning. See also [Language features](#).

### Text types

Classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts employ. In general, texts can be classified as belonging to one of three types – imaginative, informative or persuasive – although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.

- Imaginative texts – texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books and multimodal texts such as film.
- Informative texts – texts whose primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.
- Persuasive texts – whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles.

### Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types. See also [Language features](#).

### Theme

The main idea or message of a text, or a grammatical theme that indicates importance both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.

### Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are

distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

## Translanguaging

This refers to the natural and flexible ways that bilingual and multilingual people use their languages across multilingual contexts. This can involve innovative ways of using and integrating elements of different languages.

## Translation

A process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

## Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

## Turn/turn-taking (long and short turn)

In conversation, as roles change, a speaker becomes a listener, and a listener becomes a speaker. Each speaker takes their turn to speak. The length of a turn can vary; for example, 'yes' in reply to a question is a short turn, and a lengthy set of instructions could be a long turn.

## Verb

A part of speech that expresses existence, action, state or occurrence; for example, 'they watch football', 'she is exhausted', 'the day finally came'. Verbs often need other elements to locate the situation in time, and to indicate polarity (positive or negative), aspect (whether the situation is completed or not) or modality (the assessment of the speaker about the situation):

- doing – for example, 'She climbed the ladder'
- being – for example, 'The koala is an Australian mammal'
- having – for example, 'the house has several rooms'
- thinking – for example, 'She believes in her work'
- saying – for example, 'The prime minister spoke to the media'.

Verbs are essential to clause structure and change their form according to tense (present tense or past tense), to person (first, second or third) and number (singular or plural).

## Verb groups

Groups of words that are centred on a verb and consist of one or more verbs. The main verb in a verb group often needs auxiliary (or helping) verbs to indicate features like time (past or present), polarity (positive or negative), aspect (whether the action is completed or not) and modality (the assessment of the speaker about the action). All the following verbs contribute to the meaning of the verb group as a whole: 'the girl played soccer', 'the girl was

playing/had been playing soccer', 'the girl was not playing soccer', 'the girl could have been playing soccer'.

### **View**

Observe with purpose, understanding and critical awareness. Some students use oral, written or multimodal forms to respond to a range of text types. Other students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia.

### **Visual features**

Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

### **Visual language choices**

Choices that contribute to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

### **Vocabulary**

The body or collection of familiar words used in a person's language interactions.

### **Vocative**

The use of a noun to name or identify the person being addressed. For example, in 'I don't know, John' the name 'John' is a vocative, indicating that John is being addressed. (This is not to be confused with 'I don't know John', where John is not used as a vocative and is the direct object of 'know' – that is, the person who is not known to the speaker.)

### **Voice**

In English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

In clauses expressing actions, like the above examples, the subject ('the dog') has the role of actor and the object ('me') has the role of patient; whereas in the passive clause, the subject ('I') has the role of patient and the object of the preposition 'by' ('the dog') has the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active ('everyone') corresponds to the object of the preposition 'by'.

In the literary sense, 'voice' can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

### **Volume**

The degree of loudness of a sound.

## Vowel

(Speaking) A free flow of sound in which the air is not obstructed, but in which the lips and position of the tongue in the mouth combine to shape the sound. For example, /i/ as in 'see' is produced with the arch of the tongue high and forward in the mouth, and tight, stretched lips, and /a / as in 'cup' is produced by the tongue in a low central position with open, rounded lips.

(Reading or writing) The letters 'a', 'e', 'i', 'o', 'u'. Note, 'y' can also represent a vowel sound in some situations (for example, 'quickly' or 'by'), although it is usually considered a consonant. Depending on the word, 'u' at the beginning of a word may represent a vowel sound (for example, 'umbrella'), or a combined consonant and vowel sound that sounds like 'you' (for example, 'union' and 'university').

## Word attack skills

Strategies and skills learners use to identify unfamiliar words as they read. They include sounding out the word from the spelling, looking for recognisable sequences of letters, and using pictures or contextual clues to predict a word that would be make sense in the situation.

## Write

The act of planning, composing, creating, editing and publishing texts in print or digital forms. Writing usually involves activities using pencils, pens or word-processing software, and/or using drawings, models, photos to represent text, and/or using a scribe to record responses or produce recorded responses.