# English ES1 learning sequence – Connotation, imagery and symbol

**Learning sequence description**

Connotation, imagery and symbol enrich a text by making words and images mean more than one thing. They invite students to consider the habitual in terms of the new and so are important to creative and critical thought. Figurative language has social consequences as it influences the ways we conceptualise people, information and ideas. Critical analysis brings to light these associations and strands of meaning.

## Syllabus outcomes and content

**ENe-6B** recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

* understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school
* understand that language can be used to explore ways of expressing needs, likes and dislikes

**ENe-4A** demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

* identify some familiar written symbols in context, for example: logos, computer icons and commands, labels on packages, signs
* use phonological strategies when reading, including letter-sound relationships

**ENe-5A** demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling

* vocalise or sub-vocalise when trying to write them (texts)
* spell some common words accurately in own writing
* uses approximations and some conventional spelling

**ENe-10C** thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

* **engage with and appreciate the imaginative use of language through storytelling**
* **Compose texts to communicate feelings, needs, opinions and ideas**
* **discuss creative language features in imaginative texts that can enhance enjoyment, for example: illustrations, repetition**

[English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Reflection (opportunities for formative assessment)

Assessment is an essential component of the teaching and learning cycle. Formative assessment involves teachers using strategies to gather and use evidence about students' knowledge, understanding and skills to inform their teaching. It occurs throughout the teaching and learning process to clarify student learning and understanding.

Formative assessment as part of the teaching and learning cycle reflects a view of learning in which assessment helps students learn better and teachers plan for learning better. For formative assessment to be effective, there needs to be clear lesson goals and opportunities for teachers to gather evidence of student learning through carefully selected questioning strategies and lesson activities.

Teachers need to reflect on the evidence collected to provide quality, actionable feedback to students that ‘moves learning forward’ as well as using the information to plan the next steps in learning.

The reflection questions in this lesson sequence also provide formative assessment opportunities for teachers to collect evidence of student understanding. This evidence can be collected in various ways, for example: exit slips, online form submission, students recording answers verbally or in writing to submit to the teacher, conversations with students either virtually or in person. Teachers are encouraged to use the DoE [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=7f2a1) which includes but is not limited to: [3-2-1 forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link), [What did we learn today?](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link), [Learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link) and [Exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.Xr4BH2Ry7QU.link).

## Suggested routines

### Independent reading

Where possible, all students are encouraged to engage in daily independent reading. This should include a text that is of an appropriate instructional level. This may include picture books, comics, levelled texts and novels. Texts read daily could be recorded on a reading log with parental feedback. A Record of text is included in the end of the Student workbook. Re-reading a familiar text is also encouraged as it supports fluency, phrasing and expression, allowing students to attend to comprehension.

### Phonics, high frequency sight words, handwriting, spelling

It is anticipated that teachers will provide further opportunities for students to practice and refine their skills and knowledge of handwriting, phonics, spelling and high frequency sight words. Recorded explicit phonics lessons are included here. High frequency sight words and modelled writing lessons are available on the Department of Education, Learning at home site.

### Quality text

It is anticipated teachers may wish to provide a quality text of their choice, and this is encouraged. The texts provided here is bound by copyright laws, limiting the range of texts available. We thank Walker Books and Penguin Random House Australia for allowing the NSW Department of Education to use their texts during this time. The link to the texts will be removed at the end of 2020.

## Recording students’ learning

There are several options for students to record their responses. The student workbook may be printed to provide an offline option. Teachers can upload the student workbook as a whole or in parts to provide online learning, using their preferred online platforms.

## Lesson 1 – connotation through images

Students are learning to:

* express feelings and opinions about things
* understand that images carry connotations.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Reading and viewing**  Read and/or view the text Belinda, written and illustrated by Pamela Allen, published by Penguin Random House Australia. |  | [Resource 1 – Belinda](https://vimeo.com/418373845) [video] |
| 1.2 | **Speaking and listening**  **After reading and viewing the text, students are directed to the student workbook to consider the three images from the text.**  **Images hold connotations. A connotation i**s an idea or feeling created in addition to its literal or primary meaning.  **Discuss: what feelings (connotations) are created when viewing each image?**  **How do you interpret each image? Why?**  **What leads you to this opinion or thought?** |  | Resource 2 – Student workbook |
| 1.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Handwriting – written task  Explicit handwriting work is encouraged, and students can complete the associated practise sheets for lowercase ‘g’ and uppercase ‘G’ in the student workbook.  **What to look for:**   * positions letters correctly on the line * correct formation of the letter * applies adequate pressure to writing implement * employs correct pencil grip * developing good posture. |  | Resource 2 – Student workbook |
| 1.4 | **Reflection**  Can the same images create different feelings for different people? |  |  |

## Lesson 2 – connotation through words

Students are learning to:

* express feelings and opinions about things
* consider how images add to (or contradict) the meaning of accompanying words
* use deliberate words to connote emotions.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Speaking and listening**  Ask students to indicate, perhaps with a ‘thumbs up’ for a positive response, and a ‘thumbs down’ for a negative response to the following words. Explain that ‘words’ have connotations that may differ between individuals. On occasion ask students to explain their response.  For example:  Teacher: What do you feel when I say the word ‘rain’?  Student: I feel happy.  Teacher: Why?  Student: Because when it is raining I know the plants and animals will get water.  Words to explore include: winter, beach, party, forest, birthday, park, home, ice-cream, flowers.  It’s important to remember that there is no correct or right answer, words hold different connotations to people. Discuss why this is possible. |  |  | |
| 2.1 | **Writing and representing**  **Choosing 2 of the words from the activity above, students draw images that reflects the feelings or connotations created.**  **Words surround the image or a sentence is written describing the scene. For example: the student draws a picture of a forest. The connotations are those of fear and apprehension. The sentence may say: When I think of the word forest, I feel scared.**  **The student draws a picture of a party. The connotations may be: fun, laughing, friends, food, dancing, games or presents. These words may surround the picture. A sentence may read: When I think of the word party, I feel excited.** |  | Resource 2 – Student workbook | |
| 2.3 | **Reading and viewing**  **High frequency sight words are an important element of reading, facilitating fluency and therefore comprehension.**  **These words are introduced to students: her, his, up, my, off.**  Write the words multiple times, some with a capital at the beginning of appropriate words, on cards with a marker. Rote learn the words so they are read confidently without hesitation.  Shuffle and divide the cards evenly to play ‘Snap’. Whomever is revealing the word in turn must say the word aloud. When a player slaps their hand down on the cards when a match is revealed, they get to ‘keep’ the cards. |  |  | |
| 2.4 | **Reflection**  Ask students: Why does knowing about different layers of meaning for certain words help when we are composing a story? |  |  | |

## Lesson 3 – recognising symbol

Students are learning to:

* understand communication through symbols represents a message
* write consonant-vowel-consonant (CVC) words with greater accurately, speed and efficiency by segmenting and blending
* read short texts using knowledge of letter-sound relationships and high frequency sight words.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Speaking and listening**  Look at everyday symbols. Examples of symbols to show students should include fast food logos, street signs, health, animal crossings, public safety etc.  Where do we often see these symbols?  What is the purpose of these symbols?  What do these symbols mean to you?  Why are symbols used, and not words?  Probe students to discuss the relevance of the colours that have been used in these symbols, the size and shape of the symbols. |  | Resource 2 – student workbook  Teacher to source additional common symbols |
| 3.2 | **Reading and viewing**  **Through the explicit teaching video, students learn about the most common phonemes represented by these graphemes – g, o, c, k.**  **Students can consolidate understanding and application on continuous text by reading the decodable text.** |  | [Resource 3 - Phonics [video]](https://vimeo.com/419531281)  Resource 2– Student workbook |
| 3.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Graphemes and phonemes – written task  Reciprocity between reading and writing is practised as students write taught graphemes that represent common phonemes: a, s, t, p, i, n, d, m, g, o, c, k. It is important students articulate the phonemes aloud so you can gain an insight to their processing and understanding.  Teachers will decide the most appropriate activity for their students: single graphemes representing most common phonemes, single words or short sentences. Single CVC words can be lifted from the sentence: I can go to the pig and cat. A dog is on my mat. I sat in the cot.  **What to look for:**   * **writes corresponding grapheme for taught common phoneme** * **blends phonemes to write simple VC and CVC with letters in the correct order** * **audibly blends and segments simple words correctly in order to assist writing** * **developing awareness of basic boundary punctuation** * **attends to starting on the left of the page, writing across the page to the right, instigating a return sweep** * **applies some spaces between words** * **forms most letters correctly** * **forms most letters relatively consistent in size and shape** |  | Resource 2 – Student workbook |
| 3.4 | **Reflection**  Why is it important we learn to write words quickly?  Why do we need to build up stamina in writing?  How will writing quickly and being able to write for a longer period of time help me? |  |  |

## Lesson 4 – symbols in the environment

Students are learning to:

* retell a simple story, appreciating the skill of storytelling through language choices
* use interaction skills, articulation, body language, volume, gestures and eye contact to communicate effectively.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Speaking and listening**  **Opportunity for monitoring student learning**  Retell – Oral presentation  **Students will retell a familiar story, selecting vocabulary carefully for maximum effect. This may be a personal story, or a student may decide to retell a well-known narrative, for example: a recently shared text.**  **The teacher should model the retelling of a short, simple story. For example: When I went to the supermarket, I couldn’t find a parking spot. So I drove around and around, keeping my eyes peeled. Finally a bald man indicated he was leaving, so I thanked him with a wave and as soon as he left, I zipped my little car into the spot. At last I could get the shopping done.**  **What to look for:**   * **clear communication skills demonstrated through eye contact, articulation, adequate volume and some natural gesturing** * **attends to sequence when recounting ideas** * **use of nouns and some simple adjectives to appropriately describe the event and characters.** |  |  |
| 4.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  Vocabulary and connotation – Group discussions  **Re-read or listen to the text Belinda again. Discuss with the students the following vocabulary:**  **strode (Old Tom strode into the house after thinking for a long time about how to solve the problem.)**  **crooned (‘There’s a good girl,’ Old Tom crooned to Belinda.)**  **What do these words mean?**  **Why has Pamela Allen chosen to use these words instead of ‘walked’ and ‘said’? They are more precise and add detail to the story. They create connotations. When Old Tom strides into the house, he is determined, he has a plan. When Old Tom croons to Belinda, he is trying to be both persuasive and kind.**  **What effect do these words have on the reader?**  **What other words can we use instead of ‘walked’ (stumbled, skipped, stomped etc.) and ‘said’ (whispered, muttered, shouted etc.). Students can demonstrate these verbs.**  **By using new vocabulary genuinely and as frequently as possible, it helps students consolidate learning.**  **What to look for:**   * asks questions to find out the meaning of unfamiliar vocabulary * experiments using **the new vocabulary in a sentence** * discusses the new vocabulary. |  | [Resource 1 – Belinda](https://vimeo.com/418373845) [video] |
| 4.3 | **Writing and representing**  **Handwriting ‘ O o’**  Explicit handwriting work is encouraged, and students can complete the associated practise sheets for lowercase ‘o’ and uppercase ‘O’ in the student workbook. |  | Resource 2 – Student workbook |
| 4.4 | **Reflection**  Why should we improve our vocabulary? Do we ever stop learning new words? |  |  |

## Lesson 5 – creative language features

Students are learning to:

* discuss creative language features in imaginative texts that enhance enjoyment
* engage in word play to have fun and be creative.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | **Speaking and Listening**  Using their 5 senses and imagination, students are to describe as best they can, familiar places and things. For example:   * their local park or playground * the outback * a horse * hairspray * a roller-coaster * the circus or a carnival * a desert * the main street of a city. |  | [Resource 4 – Five senses template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link)  [Digital Learning Selector tool] | |
| 5.2 | **Reading and viewing**  **Through the explicit teaching video, introduce the most common phonemes represented by these graphemes – g, o, c, k.**  **Students consolidate understanding and application on continuous text by reading the decodable text.** |  | [Resource 5 - Phonics [video]](https://vimeo.com/419532281)  Resource 2– Student workbook | |
| 5.3 | **Writing and representing**  **Review or re-read the text Belinda. Discuss the creative language feature Pamela Allen used when describing how Belinda mooed: ‘Moooooooooooo!’ How can we use the same technique in our writing? Students will consider each animal on the list and either independently or as a class, write the graphemes that may represent that sound (onomatopoeia).**   * **a cat** * **a dog** * **an owl** * **a kookaburra** * **a horse** * **a chicken** * **a tiger**   **Students may like to draw a number of the animals and write the phonemes that could represent the sound that animal makes, using Pamela Allen’s ‘Belinda’ mooing as the example.**  **Students are encouraged to consider the impact ‘sound’ has in texts (onomatopoeia).** |  | [Resource 1 – Belinda](https://vimeo.com/418373845) [video]  Resource 2 - Student workbook | |
| 5.4 | **Reflection**  **Can we think of other texts which use this technique? (for example: The Book with No Pictures by B.J Novak)**  **Why do authors use this? (to create pleasure through flexibly using English, demonstrating innovation and novelty with language and inciting immediacy and drama for the reader and audience)** |  |  | |

## Lesson 6 – Purpose and audience

Students are learning to:

* develop basic foundation movements that underpin NSW Foundation Style
* understand that to communicate effectively active listening, appropriate language and turn taking is necessary
* understand texts can take many forms and serve different purposes.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | **Speaking and listening**  Students view the selected images in the student workbook. Students will describe in detail the image of the face to an adult or peer, trying not to gesticulate clues. The adult/peer draws the face based on the description provided. Students will compare the image drawn to the ‘original’ image.  Students/adults swap roles so that the describer is now the listener.  Students are encouraged to use descriptive language when describing their image, including, but not limited to size, colour, shape. |  | Resource 2 – Student workbook |
| 6.2 | **Reading and viewing**  Read and/or view the text Don’t Let the Pigeon Drive the Bus! written and illustrated by Mo Willems, published by Walker Books.  After hearing the story, discuss with students how the author has written this book.  Is it different to other books? How?  What is the author’s intention?  How has Mo thought about the audience when writing this? (He has made us, the audience, active participants because the pigeon engages directly with us.)  How does it change the way a reader engages with this text? |  | [Resource 6 [video]](https://vimeo.com/419771082) |
| 6.3 | **Writing and representing**  Handwriting ‘ C c’  Explicit handwriting work is encouraged, and students can complete the associated practise sheets for lowercase ‘c’ and uppercase ‘C’ in the student workbook. |  | Resource 2 – Student workbook |
| 6.4 | **Reflection**  Why is it important to think about what the author or illustrator’s purpose? This is thinking critically about a story. How can this help you when you are writing? |  |  |

## Lesson 7 – word play (onomatopoeia)

Students are learning to:

* engage in word play (alliteration and onomatopoeia)
* demonstrate developing skills to read short texts using knowledge of letter-sound relationships.

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| Item | Learning experiences | Differentiation strategies and/or adjustments | Resources |
| 7.1 | **Speaking and listening**  Students play ‘Silly name game’ with an adult or peers.  Using adjectives and alliteration, students verbally name their family members. Examples could include Magnificent Mel, Healthy Heather, Neat Natasha. |  |  |
| 7.2 | **Reading and viewing**  **Through the explicit teaching video, introduce the most common phonemes represented by these graphemes – g, o, c, k.**  **Students can consolidate understanding and application on continuous text by reading the decodable text.** |  | [Resource 7](https://vimeo.com/420603061)  [video]  Resource 2 – Student workbook |
| 7.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Onomatopoeia – written task  Look at the page ‘Vroom-wroom vroomy vroom-vroom!’ from the book, Don’t Let the Pigeon Drive the Bus! by Mo Willems. Discuss with students:   * Are these real words? * Should words that aren’t real be in a story? * What do these words represent? * What does the author want us to do?   Students can experiment individually or as a class, to write sounds that describe the movement, sounds or actions of the following: truck, plane, keyboard, keys, horse hoofs etc. (this is called onomatopoeia).  **What to look for:**   * uses creative word play * compose texts supported by visual information. |  | Resource 2 – Student workbook |
| 7.4 | **Reflection**  How am I progressing when blending phonemes to read decodable texts?  What can I do to improve my reading? |  |  |

## Lesson 8 – reading

Students are learning to:

* consider connotations associated with words
* practise reading high frequency sight words in continuous text
* blend phonemes to read words in continuous text.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | **Speaking and listening**  With an adult, play rhyming tennis.  Players will agree on a rhyming family, for example: ‘at’ as in hat, and take turns, back and forth, each saying a new word that fits the family. When all the words are exhausted, change the rhyming family. |  |  |
| 8.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  **Sight words – reading task**  **High frequency sight words are an important element of reading, facilitating fluency and therefore comprehension. These words are introduced to students: her, his, up, my, off.**  Write the words multiple times, some with a capital at the beginning of appropriate words, on cards with marker. Rote learn the words so they are read without hesitation and with confidence.  Shuffle and lay the cards out, face-down, to play ‘Memory’. Whomever is revealing the word in turn, must say the word aloud. When a matching pair of words are revealed, that person ‘keeps’ the cards. When two unmatched cards are revealed, they are turned face-down again and play resumes.  **What to look for:**   * **automatic, quick recall of words, without hesitation.** |  |  |
| 8.3 | **Writing and representing**  **Handwriting ‘ k K’**  Explicit handwriting work is encouraged, and students can complete the associated practise sheets for lowercase ‘k’ and uppercase ‘K’ in the student workbook. |  | Resource 2 – Student workbook |
| 8.4 | **Reflection**  How is your handwriting progressing?  Why is it important we learn to write letters the right way and hold our pencil correctly? |  |  |

## Lesson 9 – visual representation of emotion

Students are learning to:

* compose texts using drawings and symbol to create meaning
* create images that reflect character, setting and events.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | **Speaking and listening**  Thinking about Don’t Let the Pigeon Drive the Bus!, students use persuasive language and approximately 3 convincing reasons to tell an adult why they should be allowed to:   * wear whatever they want to school * determine what food and drink is available from the school canteen * decide what time they go to bed. |  |  |
| 9.2 | **Reading and viewing**  Students will review the image presented in the student workbook from Don’t Let the Pigeon Drive the Bus! By Mo Willems.  No text is used, but the image conveys a message. The slumped stance of the pigeon, the scattered feathers and dark scribble above its head can be interpreted. The positioning of the pigeon on the page and the blank space speak volumes.  Students watch the phonics video to explicitly practise and then read independently, the decodable text. Student have the opportunity to practise blending learnt phonemes (g, o, c, k) to read words in continuous text. |  | [Resource 8 - Don't Let the Pigeon Drive the Bus](https://vimeo.com/418373845)  [video]  Resource 2 – Student workbook  [Resource 9 -](https://vimeo.com/420956273)  [video]  Resource 2 – Student workbook |
| 9.3 | **Writing and representing**  **Opportunity of monitoring student learning**  **Emotions – visual representation**  **Imagine the pigeon IS allowed to drive the bus!**  **Students can brainstorm symbols that connote the emotions the pigeon feels. Explore and discuss line and colour to symbolise the excitement and joy the pigeon might feel.**  **Instruct students to draw the pigeon, and around the pigeon draw objects, lines and colour to symbolise the emotions of the pigeon.**  **What to look for:**   * creates symbols that enhance understanding of the text * justifies inclusion of symbol to connote emotion * demonstrates storytelling through the imaginative use of symbol. |  | Resource 2 – Student workbook |
| 9.4 | **Reflection**  Students reflect on their ability to read texts independently. |  |  |

## Lesson 10 – word play

Students are learning to:

* engage with and appreciate word play
* blend common phonemes to read simple words.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | **Speaking and listening**  Read some tongue twisters (alliteration) as a class. Identify defining features of a tongue twister.  Challenge the students to produce their own examples.  Tommy turtle took a tumble turning towards the trees.  She sells sea shells by the sea shore.  Betty Bottler bought a bunch of berries.  The slithering snake slid sideways silently.  What is an obvious feature of tongue twisters?  Why do we like playing with sounds and words? |  |  |
| 10.2 | **Reading and viewing**  **Students can consolidate their understanding and application of the phoneme-grapheme relationships – g, o, c, k when reading the decodable text.** |  | Resource 2 – Student workbook |
| 10.3 | **Writing and representing**  **Opportunity of monitoring student learning**  Grapheme-phoneme relationships – written task  Reciprocity between reading and writing is practised as students write taught graphemes that represent common phonemes: a, s, t, p, i, n, d, m, g, o, c, k. It is important students articulate the phonemes aloud so you can gain an insight to their processing and understanding.  Teachers will decide the most appropriate activity for their students: single graphemes representing most common phonemes, single words or short sentences. Single CVC words can be lifted from the sentence: **On top of a tin is a cat. I can sip at a tap. Sid is not sad.**  **What to look for:**   * **writes corresponding grapheme for taught common phoneme** * **blends phonemes to write simple VC and CVC with letters in the correct order** * **audibly blends and segments simple words correctly in order to assist writing** * **developing awareness of basic boundary punctuation** * **attends to starting on the left of the page, writing across the page to the right, instigating a return sweep** * **applies some spaces between words** * **forms most letters correctly** * **forms most letters relatively consistent in size and shape** * **reads back own writing.** |  | Resource 2- Student workbook |
| 10.4 | **Reflection**  Use these questions to prompt a discussion.  Why do we need to know how to spell words the same way?  Does it matter if we all spell words differently?  What problems can you see if we all spelt the same words in our own way? |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?

# ESL scales links to the English syllabus

Teachers should use the ESL scales in conjunction with the syllabus to address the needs of EAL/D students and to assist them to access English curriculum outcomes and content. The ESL scales are designed to heighten awareness of English, how it is used, how it develops and how EAL/D students may be assisted to develop cognitive and linguistic competence.

The ESL scales can be found on the [Multicultural Education Page](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources).

## ES1 Speaking and Listening

The level on the ESL scales needed to achieve this English syllabus outcome is Oral Interaction level 4. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales Oral Interaction strand from level 1 to level 4. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the Communication ESL scales strand organiser. See ESL scales outcomes 1.1, 2.1, 3.1, 4.1.

## ES1 Writing and Representing

The level on the ESL scales needed to achieve this English syllabus outcome is Writing level 1. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales Writing strand from Beginning level 1 to level 1. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes B1.5, B1.6, B2.5, B2.6, 1.9, 1.10

## ES1 Reading and Viewing

The level on the ESL scales needed to achieve this English syllabus outcome is Reading and Responding level 1. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales Reading and Responding strand from Beginning level 1 to level 1. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the Language structures and features and Strategies ESL scales strand organisers. See ESL scales outcomes B1.3, B1.4, B2.3, B2.4, 1.7, 1.8.