K-2 EAL/D Progression by Mode: Listening

Beginning	Emerging	Developing	Consolidating
Learners at the beginning of this phase are unfamiliar with the sounds of English. In this phase, they begin to take cues from speakers around them and participate in simple classroom routines.	Learners at the beginning of this phase successfully distinguish spoken English from other languages and dialects (ie on hearing English, they attempt to respond in English). In this phase, they become more attentive listeners and understand 'tone of voice' (eg teacher praise).	Learners at the beginning of this phase exhibit accepted listening behaviours and interpret meaning in familiar situations. In this phase, they develop their listening skills to be able to infer the meaning of some unfamiliar subject- specific situations if given contextual support.	Learners at the beginning of this phase are able to infer the meaning of some unfamiliar subject-specific situations if given contextual support. In this phase, they independently comprehend most social and academic oral texts relevant to Early Childhood years.
Students: ☐ may not exhibit typical listening behaviours (eg looking at the teacher) or indicate if they have understood ☐ may begin to mimic the responses of others to spoken instructions (eg lining up at the classroom door) ☐ understand clear, unambiguous contextual support of gestures, images and modelling when being spoken to (eg the teacher miming eating and pointing to their lunchboxes when instructing students that it is lunchtime) ☐ find some English sounds unfamiliar and difficult to distinguish from each other.	Students: ☐ attend for short periods to simple stories and songs with visual scaffolds ☐ may show comprehension through action and gesture rather than words ☐ Understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (eg Come to the mat), and simple questions asking for personal information (eg What's your name?) ☐ use first language knowledge of the world to make interpretations of spoken texts and may use other first language speakers to confirm understanding, ask for clarification, translate, repeat or paraphrase – this is positive learning behaviour ☐ increasingly discriminate between sounds in English, including initial, medial and final sounds ☐ use intonation and stress on words to gain meaning from spoken English (eg hear approval or displeasure, or distinguish between a question and a command) ☐ require time to process information and respond.	Students: ☐ actively attend to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular ☐ have increased listening participation across a wider range of social and learning situations, including listening to a talk, teacher instructions or classroom discussions, when the language is in context ☐ get the gist of unfamiliar English in predictable social and learning situations ☐ follow simple teacher direction and explanations with less dependence on gesture and visuals, drawing on a range of discourse markers (such as expression) to help make meaning ☐ are beginning to respond to different registers and understand the importance of listening for different purposes ☐ interpret most language literally, although they are beginning to hear humour ☐ can hear most of the sounds in English, including consonant blends, short and long vowels, and diphthongs ☐ develop understandings of sentence types (eg questions) through word order rather than intonation alone ☐ are beginning to understand subject-specific vocabulary, contractions (eg won't), some colloquialisms and idioms relevant to the early years context (eg Let's be quiet little mice) ☐ seek repetition and clarification in order to understand spoken language, and may ask other first language speakers for meanings of words to check or confirm their own understandings.	Students: ☐ actively attend to the conversations of other English speakers on familiar classroom topics ☐ can listen across a wide range of social and learning situations when visual cues are provided for scaffolding ☐ follow teacher direction and explanations ☐ respond to different registers and understand the importance of listening for different purposes ☐ understand basic references to humour if it is not culturally laden ☐ can hear most of the sounds in English, including short and long vowels and diphthongs ☐ have a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms ☐ draw on a range of discourse markers (such as expression) to help make meaning ☐ ask other first language speakers for meanings of words to check or confirm their own understandings.

K-2 EAL/D Progression by Mode: Speaking

Beginning	Emerging	Developing	Consolidating
Learners at the beginning of this phase communicate for the most part nonverbally in familiar social and classroom situations. In this phase, they begin to use isolated words and well-known formulaic expressions.	Learners at the beginning of this phase communicate verbally and nonverbally in familiar social and classroom situations, relying on formulaic expressions. In this phase, they begin to innovate with language, expanding upon learned phrases and expressions.	Learners at the beginning of this phase generally participate appropriately in classroom routines (eg group work) and are producing original utterances rather than relying on formulaic and learned language. In this phase, they become more confident as initiators of conversations and, with support, can achieve in most oral activities required by the teacher.	Learners at the beginning of this phase initiate conversations and, with support, can achieve in most oral activities required by the teacher. In this phase, they competently use the features and conventions of English and monitor their speech to enhance communication.
Students: ☐ use gesture to communicate, or body language such as tugging on a teacher's arm ☐ rarely initiate communications or participate verbally in group activities ☐ begin to mimic words used by teachers and classmates, and pick up very routine and repetitive language that is associated with their immediate needs (eg no, toilet) ☐ are more likely to communicate in one-on-one interaction with people they trust, and in their first language ☐ may be silent for extended periods ☐ are only beginning to understand that communication can occur in another language.	Students: ☐ participate in highly structured routine exchanges located in the immediate environment, using gesture, isolated words, formulaic language and well- rehearsed patterns to express needs and information ☐ initially watch and imitate some social and classroom activities ☐ use comprehensible pronunciation and attempt to approximate English stress and intonation ☐ move from using single words and telegraphic speech, and begin to repeat short, familiar phrases and simple language structures ☐ initially use spoken vocabulary focused on content words connected with immediate interests or needs, or vocabulary required to participate in classroom routines (eg finished) ☐ demonstrate a beginning understanding of word order in simple phrases and sentences ☐ use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences ☐ make use, when available, of first language speakers to provide words, clarification and translation ☐ distinguish between English and other languages and dialects (ie on hearing English, they attempt to respond in English).	Students: ☐ Speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order rather than intonation (eg Do you like …? instead of You like …?) ☐ understand that the use and choice of language are dependent upon the social or classroom situation, and can use familiar structures in some less familiar contexts (eg borrowing a library book) ☐ use pronunciation that increasingly approximates the English they hear around them, losing first language features in their pronunciation ☐ use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum ☐ begin to generate their own language, combining known formulas and vocabulary to make original utterances ☐ adapt available vocabulary to talk around a topic in order to compensate for unknown vocabulary, attempting approximations using known language to cover gaps ☐ may still choose to explore more complex ideas in first language and may use first language structures and features when attempting unfamiliar English constructions (code-switch), or may code-mix (mix first language and English) to convey more complex ideas.	Students: ☐ can use a range of language structures in a range of contexts ☐ independently construct simple descriptions, procedures, instructions and recounts ☐ use pronunciation that is clear and easy to comprehend ☐ begin to intuit word stress ☐ speak fluently and mostly accurately for a range of school purposes ☐ have an expanding range of vocabulary related to curriculum topics, but still make occasional mistakes ☐ generate their own language, and make original utterances, although they still make some errors ☐ may develop bilingual/bidialectal behaviours and thinking, enabling them to code-switch appropriately.

K-2 EAL/D Progression by Mode: Reading / Viewing

Beginning (SPL in FL)	Beginning (LLB)	Emerging	Developing	Consolidating
Learners at the beginning of this phase are new to print in English and to reading routines in Australian classrooms. In this phase, they begin to read and understand texts, read common sight words and use beginning knowledge of English sounds and symbols to decode words and begin to interpret the literal information in visual texts with teacher support.	Learners at this phase have had no previous experience of reading print in another language/dialect.	Learners at the beginning of this phase decode simple texts with familiar vocabulary. In this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language.	Learners at the beginning of this phase read simple texts independently and begin to understand the gist of most class texts independently. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum, although they will rely largely on illustrations to construct meaning.	Learners at the beginning of this phase show some understanding beyond the literal level of main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum. They will rely largely on illustrations to construct meaning. In this phase, they independently decode texts and are able to summarise and paraphrase key ideas.
Students:	Students:	Students:	Students:	Students:
☐ show interest in gaining and sharing meaning from print and pictures, and can differentiate between their first language print and English print ☐ may show comprehension of texts through the construction of diagrams or images ☐ understand the purpose of text and books, from experiences with reading in their first language ☐ need explicit teaching on how to interpret images that are culturally specific or unfamiliar ☐ are unfamiliar with English print features, including directionality (eg from left to right and top to bottom) if it differs from their first language script ☐ initially are unfamiliar with how the sounds of English map onto English letters (graphemes), but their first language experience may scaffold this learning ☐ recognise the difference between letters, numerals and illustrations ☐ recognise their own name in writing and begin to develop a small bank of common sight words, including environmental print.	☐ may have very limited understanding of how books work, including concepts of print such as left-to-right directionality ☐ may focus on illustrations to construct meaning from texts ☐ are beginning to understand the role of print in conveying meaning ☐ may begin to 'read' books by speaking their own stories as they turn pages, using their first language/dialect or limited English ☐ use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image.	☐ look through books, focusing on illustrations ☐ differentiate between first language print and English print, and follow print conventions of reading left to right and top to bottom ☐ bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print ☐ have a foundational knowledge of predictable English sound–symbol relationships, and some common letter patterns (graphemes) ☐ have a small bank of sight words ☐ demonstrate comprehension of everyday vocabulary, simple grammatical structures using extensive visual scaffolds ☐ Benefit greatly from the use of first language with peers, and teachers' assistants. ☐ use word by word reading when decoding.	☐ begin to understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts such as maps and tables are read in specific ways ☐ continue to use first language culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages ☐ use appropriate intonation when reading statements, questions and dialogue ☐ use their growing oral language and grammatical knowledge to read at the phrasal level, putting collocating words together as they read (eg once upon a time), and following simple cohesive devices in texts (eg later, next, in the end) ☐ comprehend mostly at the literal level and rely on teacher input to grasp inferential meanings ☐ can read common irregular words such as which and who, and can recognise and read more complex, but still common, letter patterns (eg -igh). When instructed, they can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) ☐ use a range of strategies for working out words and their meanings and to self-correct, including their developing knowledge of everyday and specialist vocabulary, and their knowledge of sentence structure and sound–letter relationships ☐ use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task and reading on.	☐ understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts are read in specific ways ☐ read and view texts for social and academic purposes ☐ comprehend at the literal level and may still rely on teacher input to grasp inferential meanings ☐ read some complex sentences containing some unknown words ☐ use appropriate word stress and intonation when reading ☐ request the help of a teacher to clarify instructions or confirm the meaning of unfamiliar words.

K-2 EAL/D Progression by Mode: Writing

Beginning (SPL in FL)	Beginning (LLB)	Emerging	Developing	Consolidating
Learners at the beginning of this phase are new to written English, although they may have some experience in another language. In this phase, they begin to copy writing from the school environment and use beginning knowledge of English sounds and symbols to write and understand the concept of a word, and that speech can be written down, read and reread.	Learners at this phase have had no previous experience of writing print in another language/dialect.	Learners at the beginning of this phase independently write simple sentences using repetitive structure, familiar words and phrases from their oral language, or through following highly structured examples. In this phase, they write basic classroom text types when provided with models, using an emerging knowledge of English sentence structure and demonstrating an emerging understanding of the difference between spoken English and written English.	Learners at the beginning of this phase write for a range of classroom purposes with varying grammatical accuracy, although they still exhibit first language influence. In this phase, they begin to produce a range of text types from across the curriculum, showing an awareness of coherence, purpose and audience.	Learners at the beginning of this phase begin to produce a range of text types from across the curriculum, showing an awareness of coherence, purpose and audience. In this phase, they begin to independently produce a range of English texts relevant to Early Childhood years, using age-appropriate punctuation, spelling and grammar.
Students: ☐ have inconsistent letter formation as they learn English letters, particularly if these are different from their first language ☐ have some concepts of print and will understand that print conveys meaning through their experiences with print in their first language ☐ initially may not use left-to-right directionality of English print if it differs from their first language ☐ begin to demonstrate awareness that certain letters in English represent certain sounds, with a growing understanding of sound–letter relationships. Some sounds in English are likely to be new sounds for these learners, and this is an added consideration when teaching sound–letter relationships ☐ communicate their meanings through drawings, symbols and teacher-scribed writing, and begin to copy writing from their classroom environment (eg other children's name tags).	Students: ☐ may have very limited concepts of print and are beginning to understand that print is used to convey meaning ☐ will need instruction for where to start writing on the page and which direction to follow ☐ may form letters as images rather than symbols ☐ may have had very little experience with pencil and paper, and may use unconventional pencil grip ☐ may communicate ideas through drawings and early writing behaviours where they 'roleplay' writing.	Students: ☐ collaboratively construct a limited range of very brief visual and written texts about familiar things using predictable structures ☐ produce independent writing using simple repetitive sentences with familiar words and phrases from their spoken language construct images or writing that fulfils different purposes closely linked to concrete experiences (eg descriptions or recounts with explicit instruction) ☐ understand simple environmental print around the classroom and school ☐ are aware of English print direction, spacing conventions, letter formation and sizing ☐ use sentence structures that indicate their developing English syntax (eg Saturday stay home) ☐ increasingly use standard English letter patterns, although there may be evidence of writing from the first language ☐ use basic punctuation (eg full stops, question marks, capital letters) ☐ use a limited range of cohesive devices such as a pronoun reference (eg he, she, it) and subject–verb agreement, although not always accurately ☐ use common, everyday vocabulary and some isolated examples of concrete technical vocabulary used in the classroom ☐ when encouraged, will use their first language and previous learning experiences productively to scaffold their writing efforts (eg write in the first language, ask for translations from first language to English from other first language speakers, record new English vocabulary using phonetic spelling from first language, or use a combination of first language and English).	Students: ☐ use familiar language and repeated structures to generate writing (eg On the weekend I …) ☐ write short, simple texts that communicate their ideas for an increasing variety of purposes, beginning to use features of written rather than spoken English ☐ continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts ☐ spell with greater accuracy common words learned in the classroom and spell other words based on their own pronunciation (eg facary for factory), phonetic interpretations based on first language (eg oba dere for over there) ☐ separate ideas when writing by using full stops, experimenting with commas and attempt paragraphing ☐ use simple sentence structures and make some attempts at compound and complex sentences, although there are still syntactical errors in their writing ☐ move from words to phrases, using a small range of phrases expressing the circumstances of an event (eg 'Stir the water slowly' or In the afternoons, we play soccer) and some expanded noun groups (eg one kind of spider that I know) ☐ use an expanding range of vocabulary in writing, although it is still reflective of their spoken vocabulary ☐ may use first language to plan writing or draw on words from first language when an English equivalent is not known ☐ edit writing with growing support to enhance fluency, accuracy and readability ☐ participate in shared writing activities as well as writing independently.	Students: ☐ write independently at an age-appropriate level in a range of contexts across the curriculum ☐ write recounts using a sequence of events that is expected for English (eg linear text organisation, introduction and events in chronological order) ☐ may still use cultural references that they are unable to explain ☐ can identify most spelling errors of common words when proofreading ☐ use simple punctuation with accuracy ☐ use increasingly varied vocabulary, including adjectives to refine meaning (eg red car, racing car) ☐ have control over compound sentences ☐ can use alternative vocabulary to explain meaning in English if the desired word is unknown ☐ continue to use first language and previous learning experiences as they develop an understanding of differences in text types and linguistic features between first language and English to construct texts.