

3-6 EAL/D Progression by Mode: Reading / Viewing

Beginning (<i>SPL in FL</i>)	Beginning (<i>LLB</i>)	Emerging	Developing	Consolidating
Learners at the beginning of this phase understand that print transmits and records ideas and events, although they may have had little or no previous experience with print texts in English. In this phase, they begin to decode short texts and correctly interpret the literal information in visual texts with teacher scaffolding.	Learners at this phase are beginning to understand that print and images transmit and record ideas and events. They have had little or no previous experience with print texts.	Learners at the beginning of this phase decode texts with varying success and begin to recognise some common subject-specific words. As they reach the end of 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 understand the purpose of most texts and are beginning to understand the gist of most class texts independently. In this phase, they independently read and understand a range of more complex and lengthy texts with predictable structures and familiar vocabulary, but they continue to rely on illustrations to construct meaning.	Learners at the beginning of this phase are beginning to apply learned reading strategies and their knowledge of English to make some sense of unfamiliar text. In this phase, they independently read and understand a range of familiar and unfamiliar imaginative, informative and electronic media texts, and use key organisational and language features to interpret these texts.
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> show interest in gaining and sharing meaning from print and pictures <input type="checkbox"/> may show comprehension of texts through the construction of diagrams or images <input type="checkbox"/> can differentiate between first language print and English print <input type="checkbox"/> bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print <input type="checkbox"/> need scaffolding to interpret images <input type="checkbox"/> that are culturally specific or unfamiliar to them <input type="checkbox"/> recognise the difference between letters, numerals and illustrations <input type="checkbox"/> are learning the basic features of English print, including left-to-right directionality, spaces between words and return sweep <input type="checkbox"/> are beginning to understand some sound-symbol relationships of English <input type="checkbox"/> read along with the teacher (or slightly behind), using the teacher's intonation and phrasing, and use memory and picture cues to reread familiar texts such as rhymes and repetitive texts <input type="checkbox"/> recognise their own name in writing <input type="checkbox"/> Begin to develop a small bank of common sight words. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begin to understand the sound-symbol relationship in English and how to sound out short, phonically decodable words <input type="checkbox"/> begin to understand the directionality of English print and trace under words with their finger or a pen to demonstrate this <input type="checkbox"/> begin to understand elements of books – the cover, the title, the pages and the way these are turned <input type="checkbox"/> use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image <input type="checkbox"/> attempt to follow the gist of a plot in film or television by interpreting the body language and action they see on the screen <input type="checkbox"/> May have beginning awareness of information and communication technologies (ICT) and their use in learning in a school. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> attend to texts read aloud, following the print and understanding some of the main ideas <input type="checkbox"/> bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print <input type="checkbox"/> differentiate between first language print and English print, and follow English print conventions of reading <input type="checkbox"/> left to right and top to bottom <input type="checkbox"/> read familiar print around the classroom such as posters and signs, and accurately read back their own writing <input type="checkbox"/> interpret texts at a literal level <input type="checkbox"/> have a foundational knowledge of predictable English sound-symbol relationships and some common letter patterns (graphemes) <input type="checkbox"/> can differentiate between informative and imaginative texts <input type="checkbox"/> read short texts with predictable structures and everyday language, and reread more complex, well-known texts using appropriate pauses and intonation <input type="checkbox"/> benefit greatly from the use of first language with peers and teachers' assistants <input type="checkbox"/> use graphophonic knowledge to attempt pronouncing new words <input type="checkbox"/> Choose books to look at and read, decoding the print by using the illustrations to assist meaning. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and enjoy texts read aloud, identifying characters and retelling sequences of events <input type="checkbox"/> identify the main idea in a paragraph or text, find specific information and make some inferences based on their prior knowledge <input type="checkbox"/> continue to use first language, culture and experiences, when given the opportunity, to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages <input type="checkbox"/> identify some unfamiliar cultural references <input type="checkbox"/> use a range of strategies for working out words and their meanings, including their developing knowledge of everyday and specialist vocabulary and their knowledge of sentence structure and sound-letter relationships <input type="checkbox"/> use appropriate intonation when reading statements, questions and dialogue <input type="checkbox"/> Can read many irregular words and can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) <input type="checkbox"/> use their growing oral language to extend their reading and understand how to use morphemes to identify word meaning (eg big in bigger and biggest) <input type="checkbox"/> Use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task, skimming, scanning and reading on. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as life cycles and flow charts) <input type="checkbox"/> participate in class and group discussions to interpret texts, giving their own opinion and comparing it with those of others <input type="checkbox"/> identify the purpose and intended audience of texts <input type="checkbox"/> identify main ideas and specific information in texts, and demonstrate understanding of the storyline when retelling, paraphrasing and answering questions <input type="checkbox"/> find specific information or detail from informative texts to answer 'how' or 'why' questions, and draw conclusions and make decisions based on information gained from different sources <input type="checkbox"/> 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 <input type="checkbox"/> use knowledge of grammar to decode complex sentences and reread texts to confirm details if the information is incompletely understood <input type="checkbox"/> Apply and integrate strategies to comprehend and learn at the text, sentence and word level, including using illustrations, prior knowledge and making inferences with scaffolding.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials