

7-10 EAL/D Progression by Mode: Reading / Viewing

Beginning (<i>SPL in FL</i>)	Beginning (<i>LLB</i>)	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase understand that print transmits messages and ideas, and those from a similar alphabetic background will attempt to decode simple English words, using first language strategies to decode the sound-symbol relationship. In this phase, they will need intensive scaffolding to read and comprehend the main ideas, and limited specific information in short, simple, factual or fictional texts that do not rely on significant cultural knowledge.</p>	<p>Learners at this phase are new to reading but are beginning to appreciate the purpose of print texts and the need to read.</p>	<p>Learners at the beginning of this phase can interpret simple, culturally accessible texts. In this phase, they begin to read, view and comprehend the purpose, main ideas and most specific information that have been taught in a range of simple texts, including informative texts on familiar topics.</p>	<p>Learners at the beginning of this phase understand the main ideas of familiar classroom texts. 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.</p>	<p>Learners at the beginning of this phase understand literal and inferential information in most classroom texts. In this phase, they independently read and respond to a wide range of authentic, accessible texts from across the curriculum and from a range of media, as well as showing the ability to apply information gleaned to new situations.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehend and respond to short, simple texts in Standard Australian English, relating home culture, knowledge and experience to this information <input type="checkbox"/> may show comprehension of texts through the construction of diagrams or images <input type="checkbox"/> can engage with visual images and interpret these at a literal and superficial inferential level, provided that these are not too reliant on cultural content <input type="checkbox"/> understand the purpose of diagrams, graphs or diagrams in text <input type="checkbox"/> may need explicit teaching to learn to decode English print, especially if the print of their first language is significantly different <input type="checkbox"/> can use text form knowledge to identify familiar text types <input type="checkbox"/> Actively use graphics and computer icons to help negotiate a text. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begin to understand the sound-symbol relationship of 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"/> identify the different elements of books – the cover, the title, the pages and the way these are turned <input type="checkbox"/> make connections between print and visuals using home cultural knowledge <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"/> benefit from having access to simple texts in their home language <input type="checkbox"/> may have beginning awareness of ICT and their use in learning in a school <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. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are beginning to draw inferences and to distinguish opinion from fact <input type="checkbox"/> begin to develop understanding beyond the literal level of text, using context clues to make meaning <input type="checkbox"/> may be able to comprehend subject-specific words more easily than common words (eg plant, work, feed, which have a range of meanings <input type="checkbox"/> depending on the context) <input type="checkbox"/> use their understanding of basic text organisation to extend their comprehension <input type="checkbox"/> begin to combine strategies such as rereading and reading on to facilitate decoding <input type="checkbox"/> Bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print, and benefit greatly from the use of first language with peers and teachers' assistants. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may still be experiencing difficulty discriminating literal meaning from implied meaning, subtle references, innuendo and sociocultural references <input type="checkbox"/> use appropriate intonation when reading statements, questions and dialogue <input type="checkbox"/> can transfer information from a text to another format (eg diagram, graph) <input type="checkbox"/> can read many irregular words, and <input type="checkbox"/> 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 graphophonic, syntactic and semantic cues to work out the meanings of unfamiliar words <input type="checkbox"/> follow meaning across sentences and paragraphs by tracking basic cohesive and reference items <input type="checkbox"/> make predictions about the likely content of texts based on their understanding of the different purposes and structures of text types <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 <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. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> still need scaffolding in making inferences from texts that rely on long immersion in the culture <input type="checkbox"/> reflect on the purposes of different types of texts and read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as reports, life cycles and flow charts) <input type="checkbox"/> understand a wide range of general vocabulary, phrasal verbs and nominalisations <input type="checkbox"/> take notes that identify and interpret the main ideas, issues and plot developments, as well as supporting details and quotations that may be used to justify an opinion or response <input type="checkbox"/> locate and organise information from a range of sources, including the internet, and can identify reference items across complex sentences and in lengthy, complex texts <input type="checkbox"/> choose and integrate effective reading strategies to extend their understanding <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.

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