



ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

A framework for English as a Second Language (ESL)
teaching and learning in primary schools

TEACHING GUIDE

Stage 1

ESL Bands: A1 + A2

Early
Stage
1

Stage
1

Stage
2

Stage
3



ACKNOWLEDGEMENT

ESL Steps: ESL Curriculum Framework K-6 was developed through a lengthy consultation process with primary teachers from over 100 NSW government schools. The expertise and dedication of those teachers is warmly acknowledged.

RESTRICTED WAIVER OF COPYRIGHT

The printed materials in this publication are subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below.

1. All copies of the printed materials must retain acknowledgement of the copyright.
 2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
 3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.
-

©2004 NSW Department of Education and Training
Multicultural Programs Unit, Locked Bag 53 Darlinghurst NSW 2010
Phone (02) 9244 5324 • Fax: (02) 9244 5381



CONTENTS

ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

A framework for English as a
Second Language (ESL)
teaching and learning in
primary schools

TEACHING GUIDE

STAGE 1

ESL BANDS: A1 + A2

INTRODUCTION

Introduction	ii
Teaching guides – overview	iii
Using the <i>ESL steps: ESL Curriculum Framework K–6</i> teaching guides in programming	iv–v
Relationship of <i>ESL steps: ESL Curriculum Framework K–6</i> bands to K–6 syllabus stages and <i>ESL Scales</i> levels	vi

1. DESCRIBING

Language focus across the curriculum	3
Overview of ESL steps	3
A1: Oral	4
A1: Reading	5
A1: Writing	5
A2: Oral	6
A2: Reading	7
A2: Writing	7

2. RECOUNTING

Language focus across the curriculum	11
Overview of ESL steps	11
A1: Oral	12
A1: Reading	13
A1: Writing	13
A2: Oral	14
A2: Reading	15
A2: Writing	15

3. RESPONDING

Language focus across the curriculum	19
Overview of ESL steps	19
A1: Oral	20
A1: Reading	21
A1: Writing	21
A2: Oral	22
A2: Reading	23
A2: Writing	23

4. INSTRUCTING

Language focus across the curriculum	27
Overview of ESL steps	27
A1: Oral	28
A1: Reading	29
A1: Writing	29
A2: Oral	30
A2: Reading	31
A2: Writing	31

5. EXPLAINING

Language focus across the curriculum	35
Overview of ESL steps	35
A1: Oral	36
A1: Reading	37
A1: Writing	37
A2: Oral	38
A2: Reading	39
A2: Writing	39

6. PERSUADING

Language focus across the curriculum	43
Overview of ESL steps	43
A1: Oral	44
A1: Reading	45
A1: Writing	45
A2: Oral	46
A2: Reading	47
A2: Writing	47

7. NEGOTIATING

Language focus across the curriculum	51
Overview of ESL steps	51
A1: Oral (listening)	52
A1: Oral (talking)	53
A2: Oral (listening)	54
A2: Oral (talking)	55

APPENDICES

Language focus across the curriculum	58
Overview of ESL steps by language mode	
• Oral (listening)	59
• Oral (talking)	59
• Reading	60
• Writing	60
Overview of ESL steps by bands	
• Band A1	61
• Band A2	62
<i>ESL Scales</i> level statements	
• Oral Interaction	63
• Reading and Responding	64
• Writing	65

Introduction

The **ESL Steps: ESL Curriculum Framework K–6** is a planning and programming tool for teachers of students learning English as a second language (ESL) in New South Wales government schools. It demonstrates how ESL students with varying levels of English language proficiency can be supported to achieve KLA outcomes at their appropriate stage of learning. The framework is designed for use across all stages and within any KLA. It is organised in a series of 'steps' which show the progressive development of English language skills, linked to both the *ESL Scales* and K–6 syllabus stages.

STRUCTURE

Teaching guides

The **ESL Steps: ESL Curriculum Framework K–6** is presented in four booklets or teaching guides. A teaching guide is provided for each K–6 stage (Early Stage 1, Stage 1, Stage 2, Stage 3). Each guide is organised into seven sections based on **Language focus areas**. Each section is graded by **ESL band** and is presented in **language modes** (Oral, Reading and Writing) to define each **ESL step**.

Language focus area

The language focus areas of **describing, recounting, responding, instructing, explaining, persuading, and negotiating** relate to the types of texts identified in the *English K–6 Syllabus*.

ESL bands

ESL bands (A1 – beginning, A2 – elementary, B – transitional and C – extended) are clusters of *ESL Scales* levels providing broad descriptions of ESL learner English language proficiency. They can be used to determine appropriate groupings of students for ESL instructional purposes within a class. The relationship between *ESL Scales* levels and **ESL Steps: ESL Curriculum Framework K–6** bands is shown in the appendices.

Language modes

Each ESL Step is presented in the language modes of **oral, reading** and **writing**.

ESL step

Each ESL step is a broad outcome covering the *ESL Scales* levels included in the band. It describes what can be expected of a typical ESL learner:

- within a language focus area (describing, recounting, responding, instructing, explaining, persuading, and negotiating)
- at an ESL band of English language proficiency (A1, A2, B and C)
- in a given language mode (oral, reading and writing).

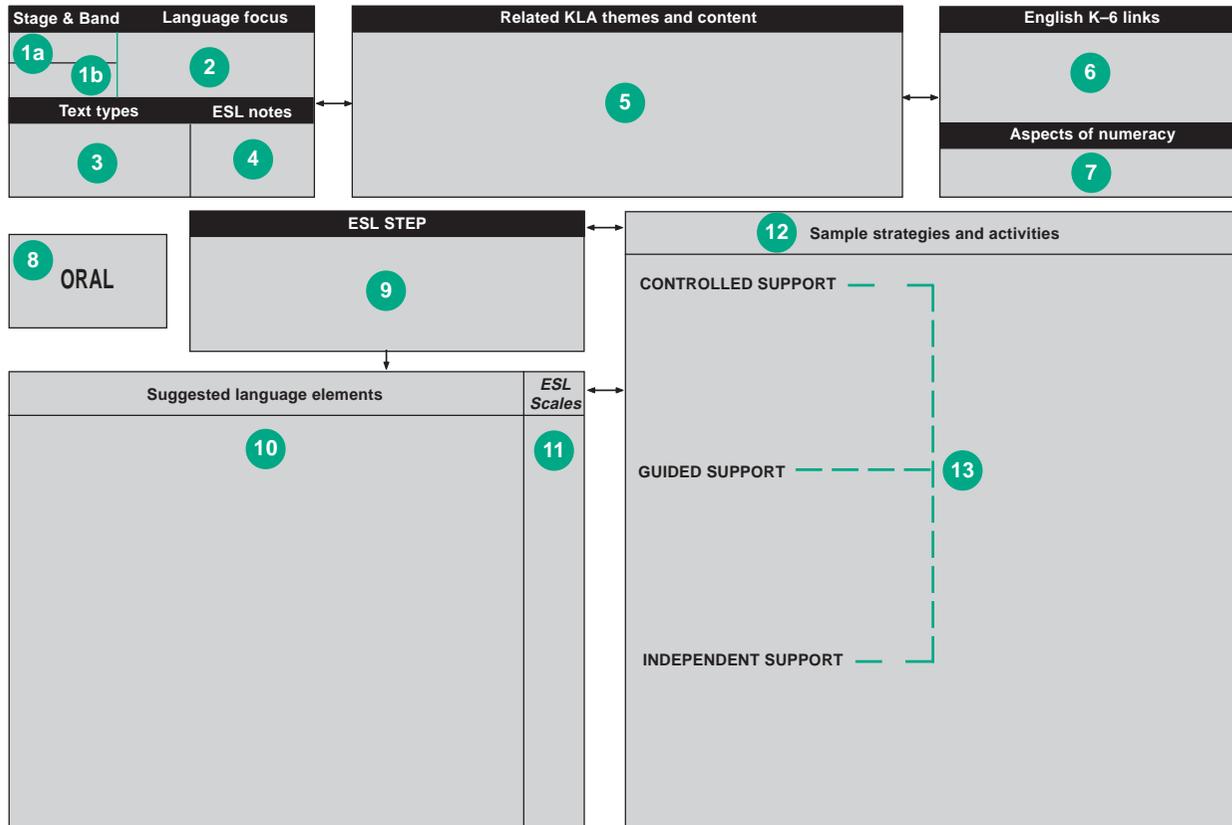
Each ESL step is supported by:

- **Suggested language elements**
The suggested language elements act as indicators for the broad outcome of the ESL step statement. The language elements presented are selections only and may be added to as required.
- **Sample strategies and activities**
The sample strategies and activities were developed by a team of experienced ESL teachers. They do not constitute a program or a teaching sequence, but represent examples of the sorts of activities that teachers use to optimise learning for ESL students.

In effective ESL teaching, support is gradually reduced as learners gain proficiency in the targeted language. In **ESL Steps: ESL Curriculum Framework K–6**, activities are grouped into **controlled support, guided support** and **independent support** levels to help teachers to plan sequences that reflect this progression.

Note: The oral skill areas of listening and talking are described separately in each ESL step statement and the suggested language elements. The sample strategies and activities encompass both skills in most cases.

Teaching guides — overview



1a STAGE
Indicates the stage of schooling and the *ESL Steps: ESL Curriculum Framework K-6* band in which ESL teaching and learning takes place.

1b BAND
Indicates the English language proficiency range.

2 LANGUAGE FOCUS
Identifies the focus of receptive and productive use of English language for the ESL step.

3 TEXT TYPES
Identifies some types of texts associated with the language focus that students will experience or produce.

4 ESL NOTES
Indicates where relevant additional teaching and learning suggestions for ESL learners can be found in the *English K-6 Modules*.

5 RELATED KLA THEMES AND CONTENT
Identifies the kind of topics in which the language focus is essential to language use and content learning.

6 ENGLISH K-6 LINKS
Indicates the relationship between these ESL steps and the *English K-6 Syllabus* outcomes for this Stage.

7 ASPECTS OF NUMERACY
Identifies some examples of numeracy concepts that may be relevant to KLA topics associated with the language focus.

8 ORAL
Identifies which mode of English language use is being targeted. **Reading** and **Writing** appear on the facing page.

9 ESL STEP
Identifies a manageable unit of ESL teaching and learning that focuses attention on the ESL aims of the topic.

10 SUGGESTED LANGUAGE ELEMENTS
Identifies specific aspects of English language learning involved in achieving the ESL step.

11 ESL SCALES
References link language elements to *ESL Scales* with the numbers representing Level: Outcome: Pointer. Where an outcome is relevant but there is no appropriate pointer listed, x indicates that an additional pointer has been provided here.

12 SAMPLE STRATEGIES AND ACTIVITIES
Provides examples of learning activities that enable ESL students to learn the English language skills required for the ESL step.

13 FRAMEWORK SCAFFOLDING
Outlines the varying degrees of ESL support that need to be provided to enable ESL students to move towards increasingly independent use of the targeted English language skills and language elements.

Using the 'ESL Steps: ESL Curriculum Framework K–6' teaching guides in programming

The *ESL Steps: ESL Curriculum Framework K–6* teaching guides are designed to assist teachers in their planning and programming for ESL learning. The diagram on page v outlines how the *ESL Steps: ESL Curriculum Framework K–6* teaching guides can be used to assist with programming.

Goal

The goal of ESL teaching and learning programs is that ESL students are able to achieve the KLA outcomes for the appropriate stage. The *ESL Steps: ESL Curriculum Framework K–6* offers assistance for teachers in planning and programming to bridge the gap between the English language proficiency of their ESL students and the language demands of the activities in KLA units and topics.

1. Needs analysis

Teachers should use the *ESL Scales* to gauge the level of English language proficiency of ESL learners. The *ESL Scales* level statements can be used to make an initial judgement. This judgement can be confirmed or adjusted as students' engagement in teaching and learning activities provides clarification of what ESL students can and can't do. The four ESL bands used in the *ESL Steps: ESL Curriculum Framework K–6* group several *ESL Scales* levels together and create a practical basis for grouping students for ESL instructional purposes. Teachers determine the relevant **ESL band** for the ESL learner group.

2. Language demands

When planning a KLA unit or topic, teachers anticipate the oral and written texts with which students may be required to engage. These may be informed by the text types identified in the *English K–6 Syllabus*. Using the *Language focus across the curriculum* in the appendices as a guide, teachers can determine the related **language focus areas**. Teachers can also use the *ESL Scales* outcomes and pointers to identify the language demands of the activities and assessments in a KLA unit or topic.

3. ESL steps

Teachers locate relevant ESL steps. Each double page display in the teaching guides provides information about talking, listening, reading and writing for one language focus area within an **ESL band**. Teachers locate the relevant pages by combining the appropriate **language focus area** and **ESL band**.

4. Language elements

Teachers select items from *suggested language elements* for each language mode (oral, reading and writing). These are suggestions only and alternatives may be selected from related *ESL Scales* pointers. The items selected become the ESL objectives of the teaching unit against which ESL learning is assessed.

5. Strategies and activities

Teachers select ESL teaching and learning strategies and activities to support the development of English language skills needed for KLA learning. Alternatively, teachers may design strategies and activities using the samples as a guide. Teachers sequence activities using the framework of *Controlled support*, *Guided support* and *Independent support* to provide graduated support for learning the target language.

Controlled support is provided through specifically designed activities that give students models of the target language. Controlled support is usually teacher led and involves students participating in fully scaffolded activities that draw their attention to specific aspects of the language.

Guided support is provided through activities designed to ensure students have multiple exposures to the target language. Guided support provides a partial scaffold for students as they apply and practise the target language.

Independent support is provided through activities designed to allow independent use of the target language. Independent support provides minimal scaffolding to students as they demonstrate their developing mastery of the target language in a range of contexts.

The sequence of learning activities is based on the learning needs of students. In most cases, students require an alternation between controlled and guided support

rather than support which follows the controlled, guided, independent support framework in a linear fashion.

Teachers identify activities at all support levels that provide opportunities for assessment for ESL learning.

6. Teaching and learning – implementing the ESL program

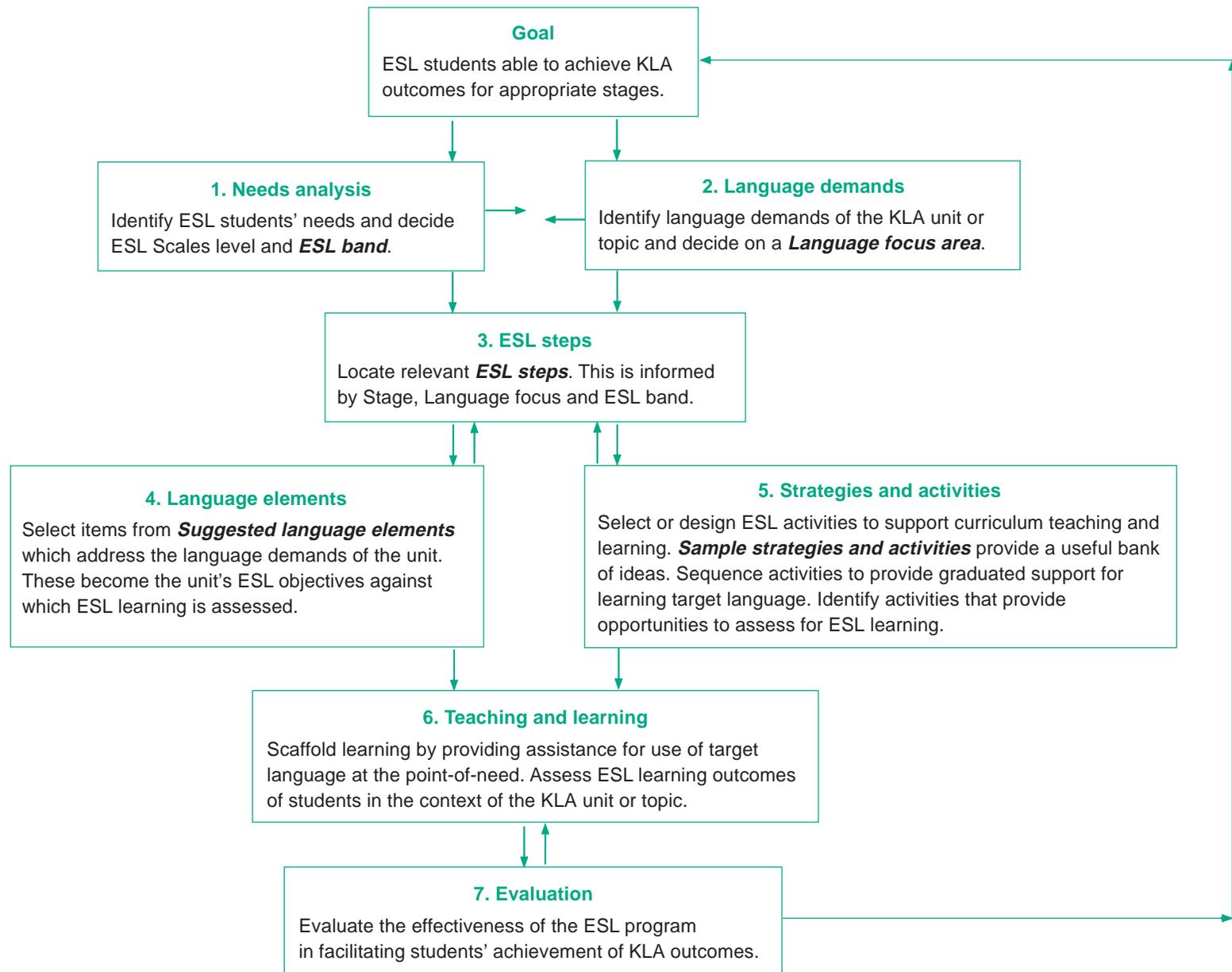
Teachers implement the programmed teaching sequences. They scaffold learning by providing point-of-need assistance adjusting the program where appropriate to ensure that individual students' immediate needs are met.

Teachers conduct planned ongoing assessments and record relevant observations as required. Teachers assess ESL learning against the ESL objectives that were established using suggested language elements.

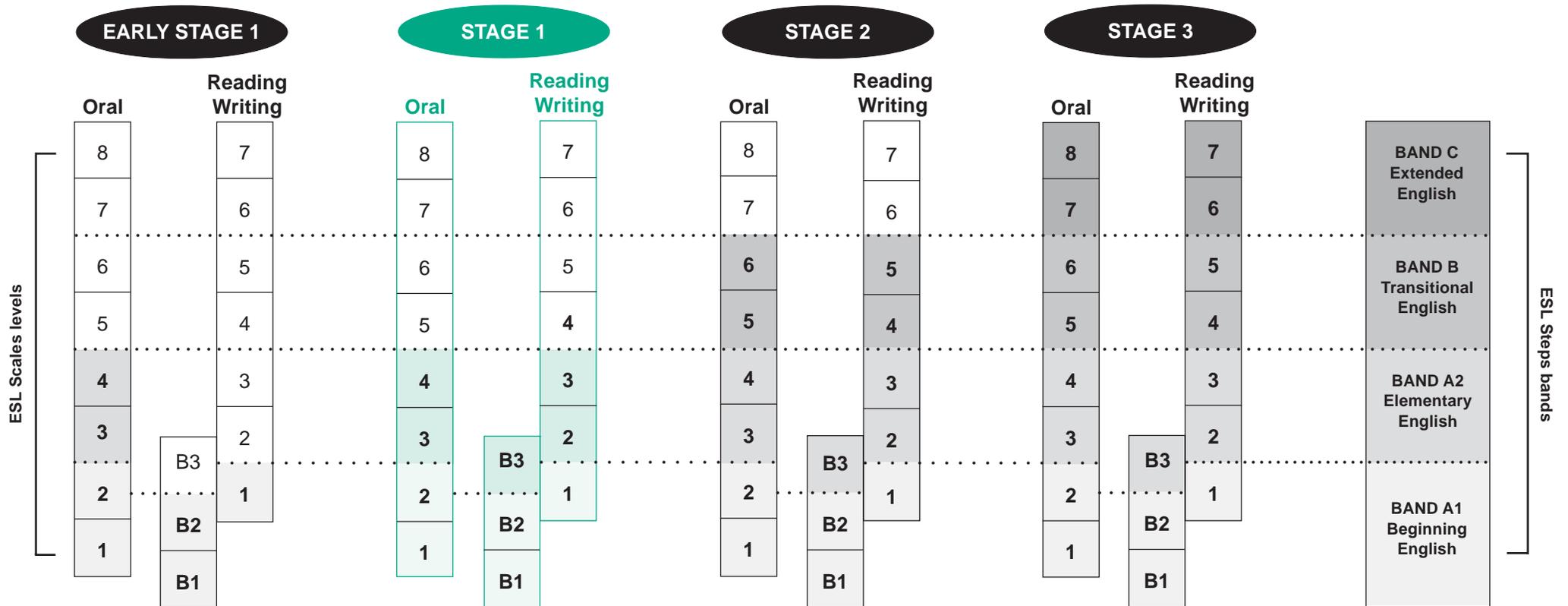
7. Evaluating

Teachers use students' assessment data, cumulative and final, to provide evidence of the impact and suitability of the program. They judge the effectiveness of the ESL program in enabling students to move towards achievement of KLA assessment and outcomes.

Using the 'ESL Steps: ESL Curriculum Framework K–6' teaching guides in programming



Relationship of 'ESL Steps: ESL Curriculum Framework K-6' bands to K-6 syllabus stages and 'ESL Scales' levels



LEGEND

The diagram shows the relationship between *ESL Steps: ESL Curriculum Framework K-6* in the four bands from Beginning English to Extended English, the outcomes of K-6 syllabuses in the four stages from Early Stage 1 to Stage 3 and the *ESL Scales* levels in Oral Interaction and in Reading and Writing.

The shaded areas indicate the coverage of the *ESL Steps: ESL Curriculum Framework K-6* materials for each of the four stages.

DESCRIBING

Language focus across the curriculum		3
Overview of ESL steps		3
Band A1:	Oral	4
	Reading	5
	Writing	5
Band A2:	Oral	6
	Reading	7
	Writing	7

DESCRIBING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...	literary description	<ul style="list-style-type: none"> factual description information report

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple descriptions and reports	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts
A2	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class
B	links key points of information to supporting details from descriptive spoken texts	elaborates on descriptions in group work or class discussions and presentations	identifies and organises main ideas and specific details from literary and factual descriptions and reports	writes literary and factual descriptions and reports incorporating information from other sources
C	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts using a range of reading strategies and sources	writes literary and factual descriptions and reports showing control over register

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
1 : A1	Beginning	DESCRIBING	English	settings, e.g. <i>Felix & Alexander</i> (Terry Denton)	C/Arts	emotions conveyed through body language and gesture, e.g. <i>Drama: If the Cap Fits</i>
			Maths	shape, number, size, classifying	PDHPE	special treasure, e.g. <i>Interpersonal Relationships</i>
Text types		ESL notes	HSIE	objects, people, clothing, food, e.g. <i>Celebrations: Families Past & Present</i>		
<ul style="list-style-type: none"> • Observation • Literary description • Factual description • Information report 		Eng K–6 modules: page 134 page 166	S&T	food container materials, e.g. <i>Hot or Cold</i>		
Aspects of numeracy						
Position, time, size, measurement, volume, mass, temperature, classification, comparison.						

A1		ESL STEP	Sample strategies and activities
ORAL		<ul style="list-style-type: none"> • Identifies related words from short, simple descriptions and reports. • Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events. 	<p>CONTROLLED SUPPORT – Teacher supplies target language by:</p> <ol style="list-style-type: none"> 1. Highlighting descriptive terms from class texts, e.g. The Three Billy Goats Gruff (size: middle sized, large); The Hungry Caterpillar (food, colour, feelings, size). 2. Demonstrating how to role-play characters from class text, focusing on miming relevant descriptive words, e.g. sad, happy, laughing, crying. 3. Introducing action games, e.g. ‘Simon Says’ – Hungry giant, sad giant, angry giant or ‘I spy’ using a descriptive category, such as colour – I spy something that is red. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> 1. In pairs, describing the weather from a weather chart with prompting as needed. 2. In groups, playing ‘what’s in the feely box’ using descriptive words and questions from charts displayed in room. 3. In pairs, describing Lego® model so that partner can build one to match (shape, colour). 4. In groups, sorting multi attribute blocks and talking about criteria used, e.g. colour, size. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> 1. Describing what they catch in a fishing game using a rod and magnet, e.g. red fish. 2. Participating in a scavenger hunt in the playground to find various objects, e.g. a brown leaf, a short twig. 3. Identifying a character from a familiar text after listening to descriptive clues.
Suggested language elements		ESL Scales	
LISTENING			
1. Responds to speaker by making comments related to own experiences, e.g. Teacher: This is a photo of our school. Student: Me School.		1.3.2	
2. Elaborates information with prompting and questions.		2.4.3	
3. Recognises familiar objects and pictures.		2.1.6	
4. Interrupts with personal comment.		2.1.9	
TALKING			
1. Pronounces common words and phrases from class text and activities comprehensibly.		1.3.7	
2. Distinguishes spoken English from other language.		2.2.1	
3. Offers observations, e.g. dog black.		2.3.5	
4. Comments of familiar objects and pictures.		2.3.6	
5. Responds to questions with some details.		2.1.9	
6. Combines known formulas, learned structures and other vocabulary to construct new utterances related to description/report text.		2.3.9	
7. Uses familiar repetitive patterns from spoken descriptive texts, e.g. and a little bowl for Baby Bear.		2.4.8	

A1
READING

ESL STEP
Joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating completion of a matrix to record information from text, e.g. animals: covering, legs, homes.
2. Creating a word map of adjectives and phrases around characters from a book, e.g. *Greedy Grey Octopus* (Christel Buckley)

GUIDED SUPPORT – Students practise target language by:

1. In pairs, completing a supported cloze – (beginning letter left in and words at top of page etc.) on nouns and adjectives or verbs and adverbs.
2. In groups, matching nouns with appropriate adjectives (on strips written by teacher) to create descriptive noun groups.

INDEPENDENT SUPPORT – Students use target language by:

1. Completing cloze supported by word bank of key nouns and adjectives and based on descriptions of objects and characters from familiar class text.
2. Matching descriptive words and phrases from a word bank to a given character or setting from a familiar class text.

Suggested language elements	ESL Scales
1. Shows awareness of sound/symbol relationships and left to right progression of print in literary or factual descriptions or report.	1.6.4 1.6.5
2. Recognises simple subject-verb-object sentence pattern in simple literary or factual descriptions or report.	1.7.3
3. Focuses on decoding print, e.g. apply sound/symbol knowledge to text in English.	1.8.8
4. Recognises names of familiar objects and picture.	1.5.4
5. Identifies different purposes for reading.	1.6.1
6. Identifies where sentences begin and end.	1.7.3
7. Focuses on reading repetitive words or phrases in familiar text.	1.8.1

A1
WRITING

ESL STEP
Writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Using a picture stimulus or realia to demonstrate writing a descriptive sentence.
2. Introducing concept keyboard as a tool for writing a simple description.
3. Introducing word clines, e.g. unhappy, sad, miserable.

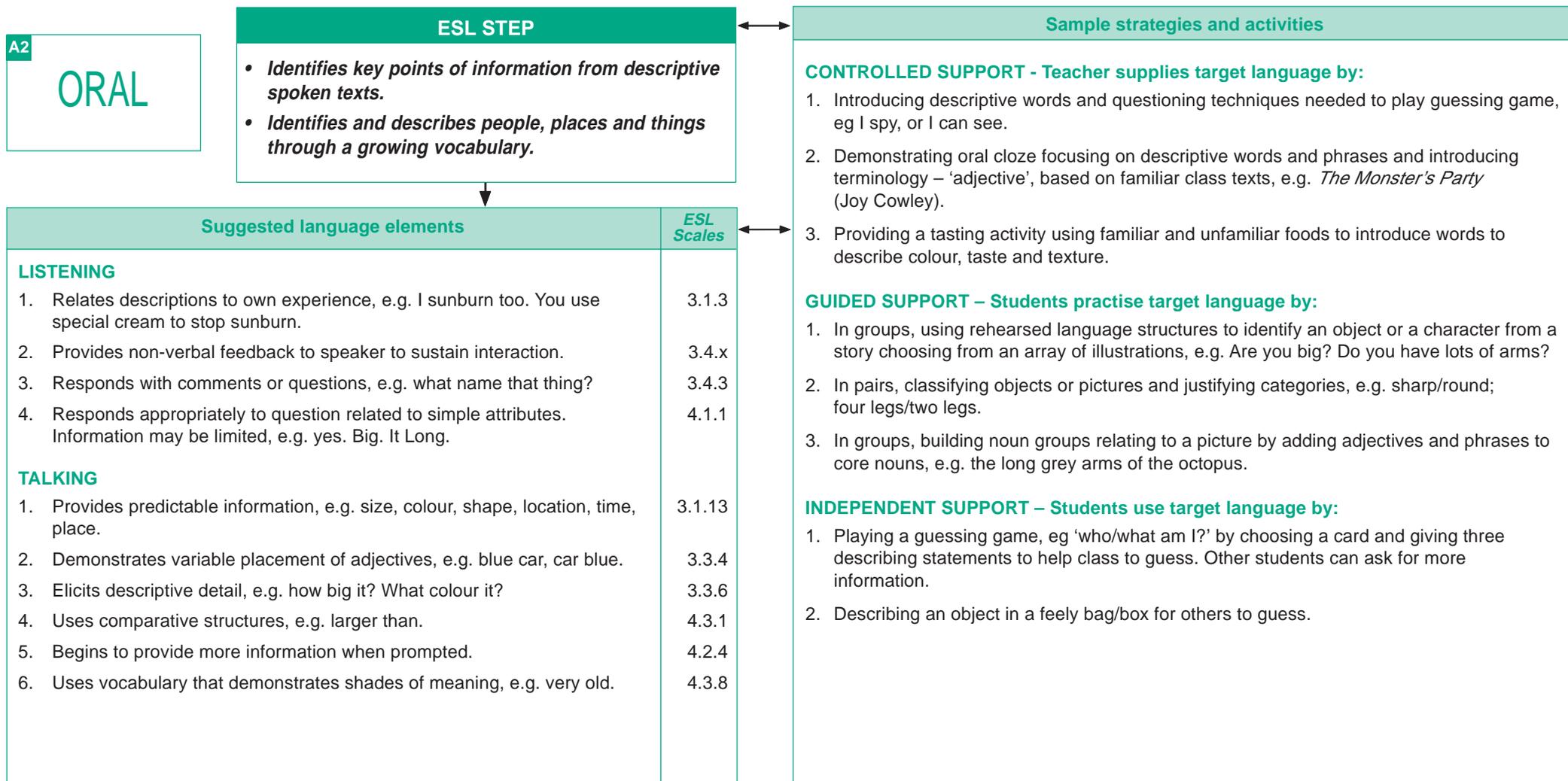
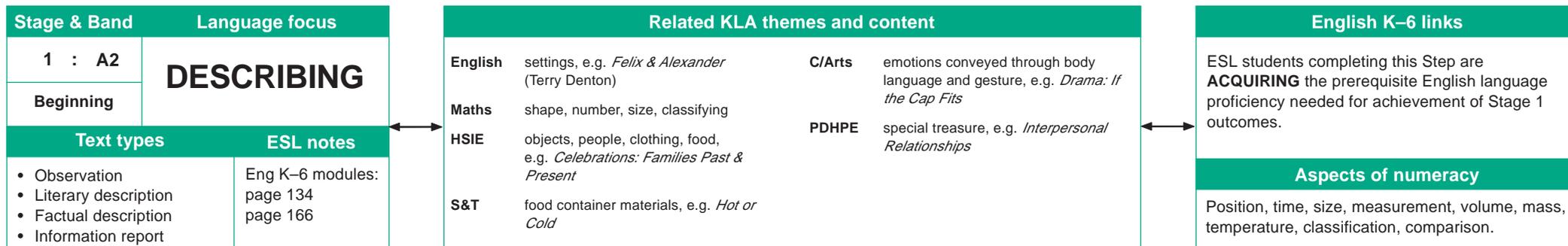
GUIDED SUPPORT – Students practise target language by:

1. In pairs, labelling illustrations copying descriptive words on display.
2. In groups, developing dictionaries of descriptive words around class themes.
3. In pairs, creating new sentences using a sentence stem, nouns and descriptive words and phrases written on cards.

INDEPENDENT SUPPORT – Students use target language by:

1. Writing and illustrating a simple description and or report, e.g. cats have whiskers.
2. Describing and illustrating a character from a familiar literary text, e.g. the witch bad.

Suggested language elements	ESL Scales
1. Completes simple repetitive modelled sentences.	1.9.4
2. Writes or copies well-known words, phrases or short texts.	1.11.1
3. Draws to illustrate literary and factual information.	1.12.2
4. Uses words from first languages to supplement writing.	1.10.4



A2
READING

ESL STEP
Reads and retells ideas and events from literary and factual descriptions and reports on familiar topics.

Sample strategies and activities

CONTROLLED SUPPORT - Teacher supplies target language by:

1. Reading simple description, highlighting structure and explaining unfamiliar concepts.
2. Introducing relevant descriptive structures and vocabulary in factual and literary texts, e.g. it has large, sharp claws... The wicked witch screeched...
3. Highlighting and explaining descriptive words or phrases, including verbs and adverbials.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, labelling attributes of objects using word cards, e.g. fish – gills, scales, tail fin; Red Riding Hood – basket, hood, cape.
2. In groups, building noun groups based on class text which include two or more adjectives and an adjectival phrase or clause.
3. In pairs, identifying types of things by locating classifying adjectives in a description.

INDEPENDENT SUPPORT – Students use target language by:

1. Matching answers to questions at literal and inferential levels.
2. Identifying descriptive words and phrases (adjectives, adjectival phrases, verbs, adverbs, adverbial phrases) in a familiar text.

Suggested language elements	ESL Scales
1. Recognises the structure of factual descriptions and information reports as factual texts.	3.6.1
2. Sequences sentences from a text on a familiar topic.	3.7.2
3. Makes and substantiates predictions about the likely information when reading or listening to a text read aloud.	3.5.5
4. Follows text through a range of conventions of organisation and layout.	3.6.4

A2
WRITING

ESL STEP
Writes simple literary and factual descriptions and reports on a familiar topic using language learned in class.

Sample strategies and activities

CONTROLLED SUPPORT - Teacher supplies target language by:

1. Demonstrating joining simple sentences with conjunctions, e.g. and, or, but; after, when, while, to make compound and complex sentences.
2. Developing word banks of descriptive verbs and adverbials relating to a familiar class descriptive text, e.g. went – wobbled, crept, rushed; noisily, on tiptoe.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, adding descriptive verbs and adverbials to a sentence, e.g. went away – hurried away, wandered down the road, rushed through the gate.
2. In groups, choosing classifying adjectives to identify types of things by labelling pictures, e.g. a picnic basket, an Australian animal.

INDEPENDENT SUPPORT – Students use target language by:

1. Constructing a simple information report on an animal studied, using a text structure guide and including information about different parts of animals, e.g. teeth, legs/fins/wings, eyes.
2. Writing suitable descriptive captions for photographs or pictures related to a familiar topic.

Suggested language elements	ESL Scales
1. Uses organisational frameworks in writing a description or report.	3.11.1
2. Attempts to provide more detail in writing through illustrations, listing of items.	2.12.3
3. Initiates own writing for simple descriptions.	2.9.2
4. Uses pronoun reference with some noun/pronoun agreement appropriate for describing people, things and places.	3.11.10
5. Uses known sentence patterns to create new describing sentences.	3.12.1
6. Plans the format of a description or report.	3.12.4
7. Uses some conventions for separating ideas or sections in a description or report, e.g. starting a new idea on a new line.	3.10.5
8. Writes suitable captions for pictures or photographs.	3.9.5

RECOUNTING

Language focus across the curriculum		11
Overview of ESL steps		11
Band A1:	Oral	12
	Reading	13
	Writing	13
Band A2:	Oral	14
	Reading	15
	Writing	15

RECOUNTING

Language focus across the curriculum*

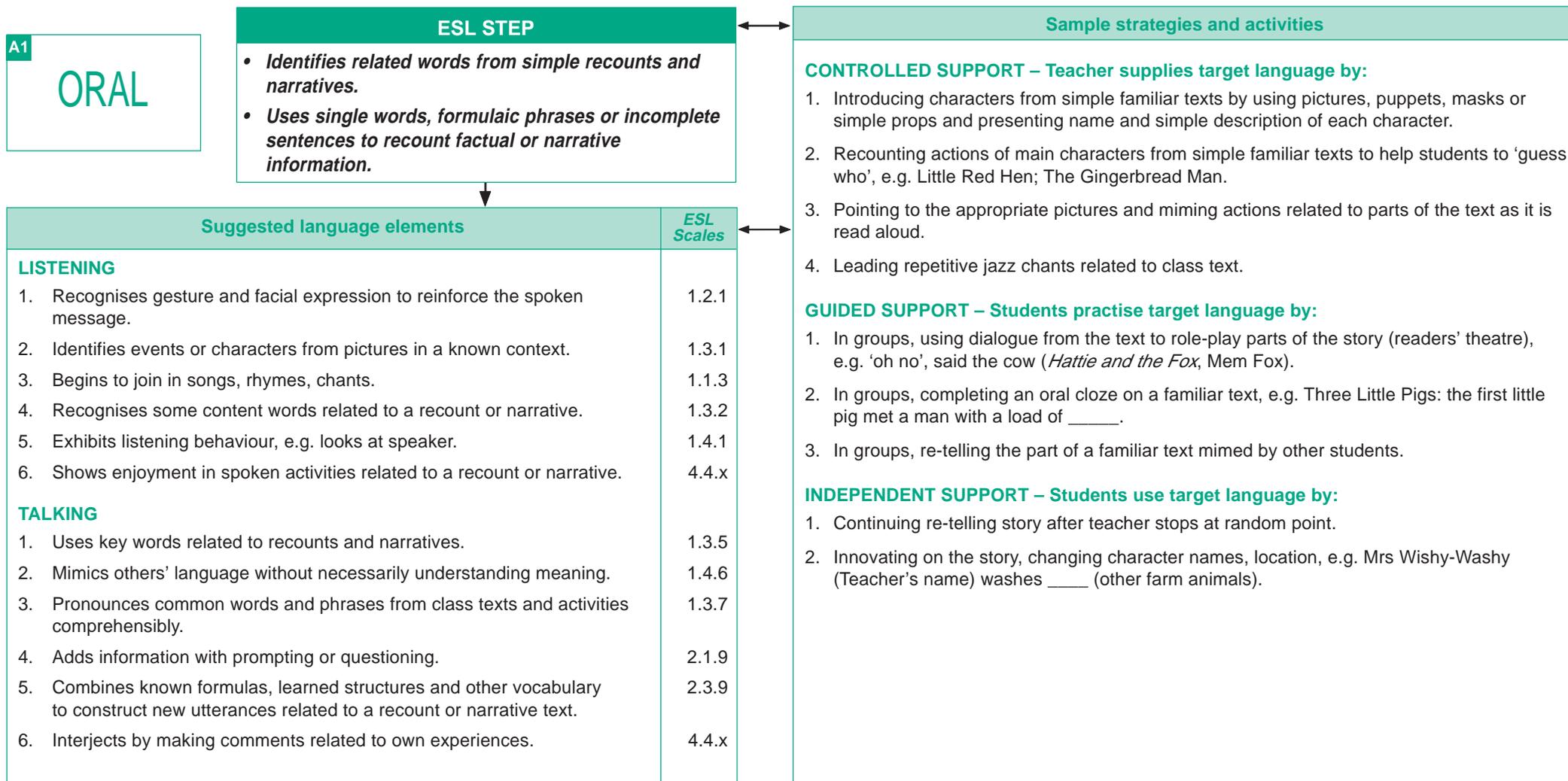
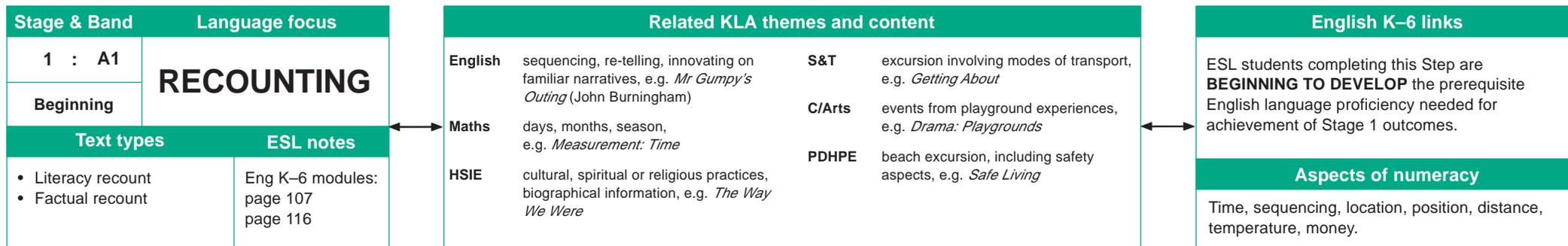
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
recounting, retelling, narrating, describing ...	<ul style="list-style-type: none"> literary recount narrative observation 	factual recount

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple recounts and narratives	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts
A2	identifies main events and characters in familiar recounts and narratives	re-tells familiar narratives and recounts personal experiences	reads familiar literary and factual recounts and narrative texts	writes simple literary and factual recounts and narratives using language learned in class
B	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	retells and summarises literary and factual recounts and narratives referring to main ideas and supporting details	plans and writes cohesive literary and factual recounts and narratives on familiar topics
C	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme



A1
READING

ESL STEP
Joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Where possible, using students' home language to demonstrate matching sentences with pictures and talking about events in pictures.
2. Leading reading of repetitive sentences in a familiar class text, e.g. Run, run as fast as you can...

GUIDED SUPPORT – Students practise target language by:

1. In groups, predicting characters, actions and events from a title, cover and illustrations, e.g. *Counting on Frank* (Rod Clement), *Mr Gumpy's Outing* (John Burningham).
2. In pairs, matching sentences on strips to a familiar class text.
3. In groups, reordering sentences from a jumbled familiar recount or narrative.

INDEPENDENT SUPPORT – Students use target language by:

1. Completing supported cloze of key nouns based on participants and events from familiar class text (first letter left in and word bank provided).
2. Building sentences using familiar words and phrases on cards, and reading result aloud to group.

Suggested language elements	ESL Scales
1. Reads simple sentences from familiar recounts and narratives.	1.5.8
2. Recognises key participants and actions from familiar literary and factual recounts and narratives.	1.5.3
3. Identifies different purposes of texts on the basis of layout, style, content.	1.6.x
4. Uses illustrations to gain information from recounts and narratives.	1.5.5
5. Identifies some letters, sounds and words in a literary text.	1.7.5

A1
WRITING

ESL STEP
Writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating how to illustrate an event from a familiar class text or personal experience.
2. Developing lists of relevant words or phrases in context for students to copy from the blackboard or word bank charts.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, editing jointly constructed text on computer, focusing on past tense, upper and lower case, and sentence punctuation.
2. In pairs, sequencing events (written on cards) from a familiar narrative or a recount of a shared experience and placing appropriately on a timeline supplied by teacher.

INDEPENDENT SUPPORT – Students use target language by:

1. Completing sentences relating to a familiar class story or recount of a shared experience focusing on regular past tense verbs with supporting text available in classroom.
2. Innovating on a familiar class story, nursery rhyme or song by substituting characters, e.g. The three little puppies.

Suggested language elements	ESL Scales
1. Uses words from first language to supplement writing.	1.10.4
2. Writes or copies words, phrases or short sentences from literary or factual recounts or narratives.	1.11.1
3. Draws to illustrate a simple literary or factual recount or narrative.	1.12.2
4. Uses a small bank of known words in writing.	1.12.4
5. Completes simple, repetitive modelled sentences.	1.9.4

A2
READING

ESL STEP
Read familiar literary and factual recounts and narrative texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating how to sequence events from a familiar class text using sentence strips.
2. Introducing 'Here, Hidden, Head' strategy or 3 level reading guide to answer simple literal and inferential questions relating to students' recounts or familiar class texts.
3. Presenting model sentences and identifying content elements, e.g. who, what, where and when.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, building and illustrating noun groups with two or more adjectives and an adjectival phrase or clause, based on a familiar class text and using word banks in classroom.
2. In groups, completing matrix, e.g. places visited, things eaten in *Possum Magic* (Mem Fox).

INDEPENDENT SUPPORT – Students use target language by:

1. Identifying who, what, where and when in an orientation stage of a recount or narrative.
2. Answering comprehension questions at a literal and inferential level on a familiar text.

Suggested language elements	ESL Scales
1. Predicts actions of participants from a recount or narrative.	2.5.2
2. Identifies the building and resolution of tension in a narrative.	2.5.4
3. Recognises structure of a literary or factual recount or narrative.	3.6.1
4. Recalls events from well-known literary and factual recounts and narratives.	3.5.3
5. Identifies some detail in recounts and narratives.	3.5.6
6. Recognises linking words and phrases to order events.	3.7.4
7. Summarises and organises information from factual recounts.	3.5.8
8. Uses visual supports, e.g. pictures, diagrams, to interpret meaning.	3.8.9

A2
WRITING

ESL STEP
Writes simple literary and factual recounts and narratives using language learned in class.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating construction of a simple recount relating to a familiar experience, thinking aloud while writing to focus on text structure and purpose.
2. Developing word banks of nouns and adjectives and verbs related to a familiar class text.

GUIDED SUPPORT – Students practise target language by:

1. In groups, jointly constructing a recounting text/narrative ensuring inclusion of information about who, what, when and where.
2. In pairs, matching direct speech bubbles to a character from a familiar class text, then writing as play script using a proforma.

INDEPENDENT SUPPORT – Students use target language by:

1. Innovating on a class text by changing events.
2. Adding adjectives to sentence to make recount more detailed, e.g. 'at the zoo we saw a bear' becomes 'at the zoo we saw a large white polar bear'.

Suggested language elements	ESL Scales
1. Write a literary or factual recount or narrative that shows simple and logical sequence of ideas through structure and progression.	2.11.2
2. Uses repetition for emphasis or intensity, e.g. very, very sad.	2.12.4
3. Uses regular and some irregular past tense verbs, e.g. went, bought.	2.11.6
4. Writes an orientation informing the reader about who, where, when.	3.11.1
5. Uses pronoun reference, e.g. the bus broke down. It...	3.11.10
6. Provides some detail in factual text, e.g. newspaper report.	3.10.3
7. Writes some creative texts, e.g. imaginative recounts, narratives.	3.9.1

RESPONDING

Language focus across the curriculum		19
Overview of ESL steps		19
Band A1:	Oral	20
	Reading	21
	Writing	21
Band A2:	Oral	22
	Reading	23
	Writing	23

RESPONDING

Language focus across the curriculum*

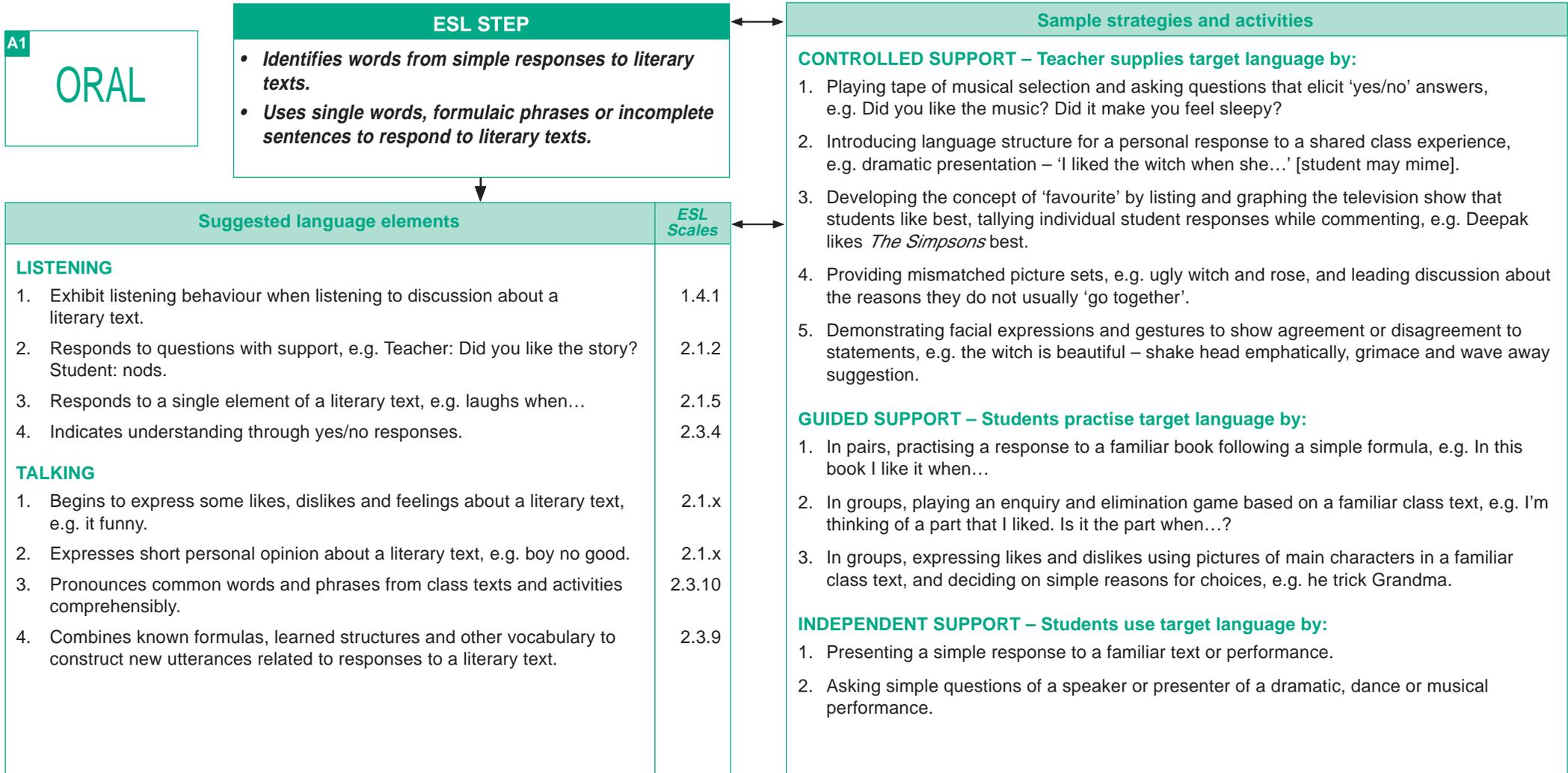
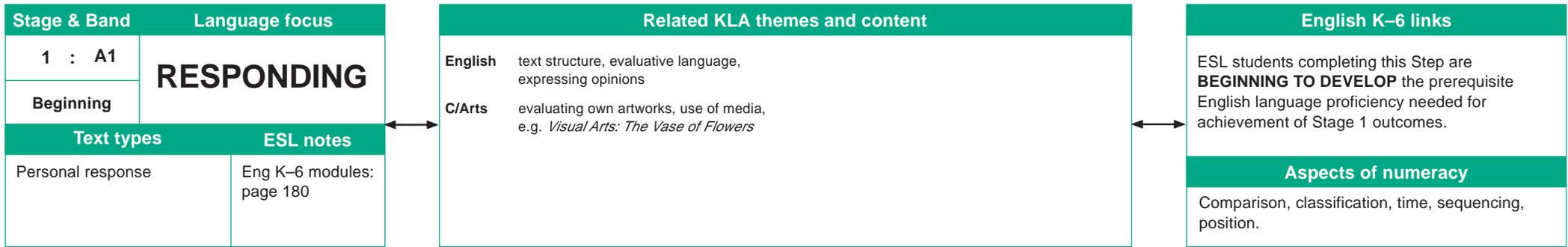
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...	<ul style="list-style-type: none"> personal response review 	

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from simple responses to literary texts	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	joins in shared reading of responses to literary texts and completes simple related activities	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts
A2	follows short opinions about familiar literary texts	states brief opinions about familiar literary texts	reads simple responses to familiar literary texts	writes short responses to familiar literary texts
B	follows varying comments and opinions about literary texts	elaborates on personal responses to literary texts	follows main ideas from reviews of literary texts	plans and writes reviews incorporating key structural elements
C	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical response



A1
READING

ESL STEP
Joins in with shared reading of responses to literary texts and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Introducing reading of repetitive phrases on likes and dislikes, e.g. flipbook – I like...; I don't like...
2. Leading construction of a chart/graph of liked and disliked characters or songs.
3. Introducing terminology, e.g. title, author, illustrations, illustrator.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, matching split sentences, e.g. I like the princess because... She was brave.
2. In groups, developing a graph of characters liked and disliked from a familiar storybook or performance.

INDEPENDENT SUPPORT – Students use target language by:

1. Selecting a favourite event from a familiar literary text and drawing a character's response to it.
2. Interpreting graph developed by another group, e.g. favourite songs, characters from literary texts.

Dolphins (6 people)		
Item 1	Item 2	Item 3
	■	
	■	■
■	■	■

Suggested language elements	ESL Scales
1. Demonstrates reading-like behaviour by taking part in shared reading.	1.8.1
2. Chooses suitable and interesting fiction books by looking at covers and illustration.	1.5.2
3. Follows simple literary texts while listening to them read aloud.	1.5.2
4. Shows a personal response to a literary text.	1.5.3
5. Identifies opinion words in a response to a literary texts.	1.7.4

A1
WRITING

ESL STEP
Writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating how to illustrate a favourite event or character from a familiar class text.
2. Presenting and thinking aloud the completion of sentences, e.g. I like ___ because ___; I didn't like ___ because...

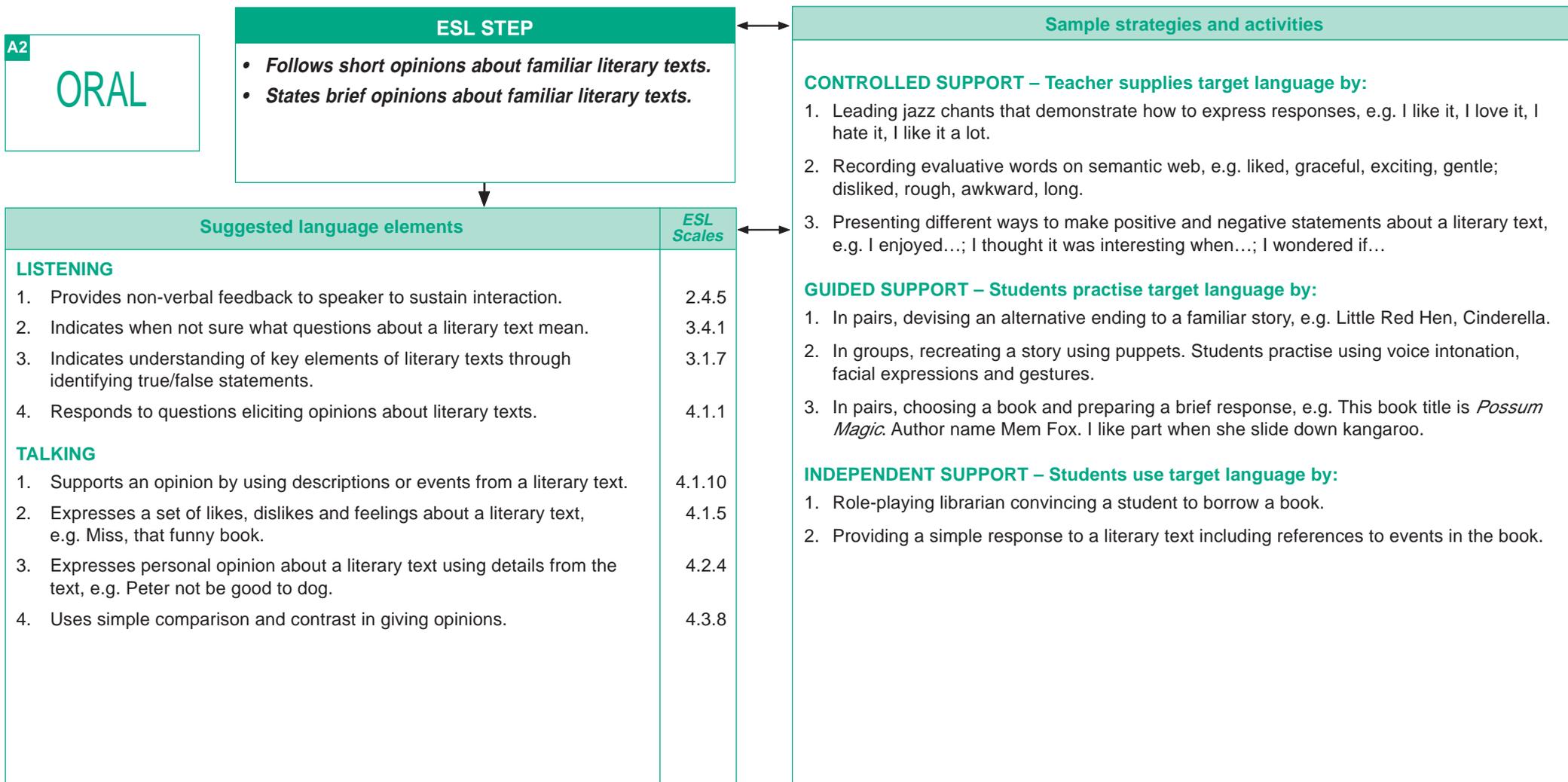
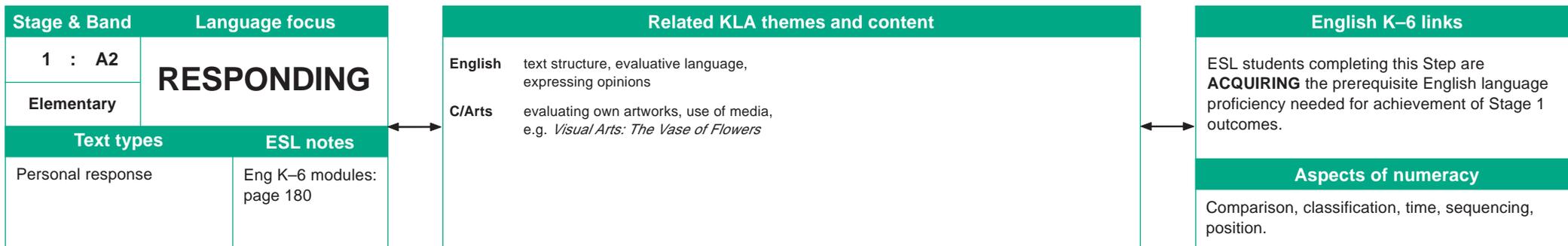
GUIDED SUPPORT – Students practise target language by:

1. In pairs, completing sentences about familiar characters from storybooks or performances using words on cards or magnetic strips, e.g. I like...; I don't like...
2. In groups, pasting evaluative words around pictures of characters from familiar literary texts, e.g. good, bad, ugly, beautiful, sad, silly.

INDEPENDENT SUPPORT – Students use target language by:

1. Writing a simple personal response to a familiar literary text or a performance, circling faces to express opinion using word banks to complete sentence, e.g. 😊 ☹️ 😠, the story was...
2. Selecting a picture from a text which represents an element of a favourite story and completing a cloze response, e.g. I like... because...

Suggested language elements	ESL Scales
1. Uses words in first language to supplement writing.	1.10.4
2. Copies lists of words that express likes, dislikes and feelings about a literary text.	1.12.4
3. Draws/illustrates favourite part of a literary text.	1.12.1
4. Copies single opinion sentences and sentence patterns about a literary text.	1.11.1



A2
READING

ESL STEP
Reads simple responses to familiar literary texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Thinking aloud how to draw inferences about a character's motives qualities, characteristics based on visual images from the text.
2. Constructing and presenting responses and reviews on familiar stories, films and performances, highlighting text structure and language features.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, identifying evaluative words in a review text.
2. In groups, sorting and sequencing sentences from two reviews with differing views on the same book.

INDEPENDENT SUPPORT – Students use target language by:

1. Reading a simple review of a literary text and discussing whether it is accurate in terms of factual information such as names of characters, and agreeing or disagreeing with reviewer's opinions.
2. Reading reviews on a variety of products, e.g. websites, computer games, music videos, and agreeing or disagreeing with reviewers' opinions.

Suggested language elements	ESL Scales
1. Relates an aspect of literary text to personal experience.	2.5.3
2. Identifies features with personal appeal in literary texts.	2.5.5
3. Understands and uses some of the terminology of reading, e.g. author, title, letter, word, sentence, page.	2.6.4
4. Re-reads familiar self-chosen literary texts to increase accuracy and fluency and to enhance understanding and enjoyment.	2.8.7
5. Shows personal response by choosing another book by the same author.	3.5.2
6. Compares and contrasts, in simple ways, characters or events from different literary texts.	3.5.4

A2
WRITING

ESL STEP
Writes short responses to familiar literary texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Demonstrating the construction of a simple review, focusing 'think aloud' on the purpose and audience for a review, e.g. I wonder if the writer has a message for readers?
2. Annotating a simple review with names of stages and identifying references to the text.

GUIDED SUPPORT – Students practise target language by:

1. In groups, completing a story matrix on characters in a book, using adjectives from classroom environmental print to describe appearance, actions, habits, feelings.
2. In groups, jointly constructing a review of a computer game or website using word banks in classroom.

INDEPENDENT SUPPORT – Students use target language by:

1. Designing a cover for a story that includes author, title, relevant information.
2. Completing response proforma, e.g. favourite character, why, draw and label events from the story.

Suggested language elements	ESL Scales
1. Uses simple phrases to express basic comparisons.	3.11.11
2. Uses knowledge of sentence patterns to form new sentences.	3.12.1
3. Writes predominantly in present tense.	3.11.3
4. Selects suitable descriptive and opinion words in writing.	3.11.7
5. Writes simple personal and opinionative texts that present a point of view.	3.9.2

INSTRUCTING

Language focus across the curriculum		27
Overview of ESL steps		27
Band A1:	Oral	28
	Reading	29
	Writing	29
Band A2:	Oral	30
	Reading	31
	Writing	31

INSTRUCTING

Language focus across the curriculum*

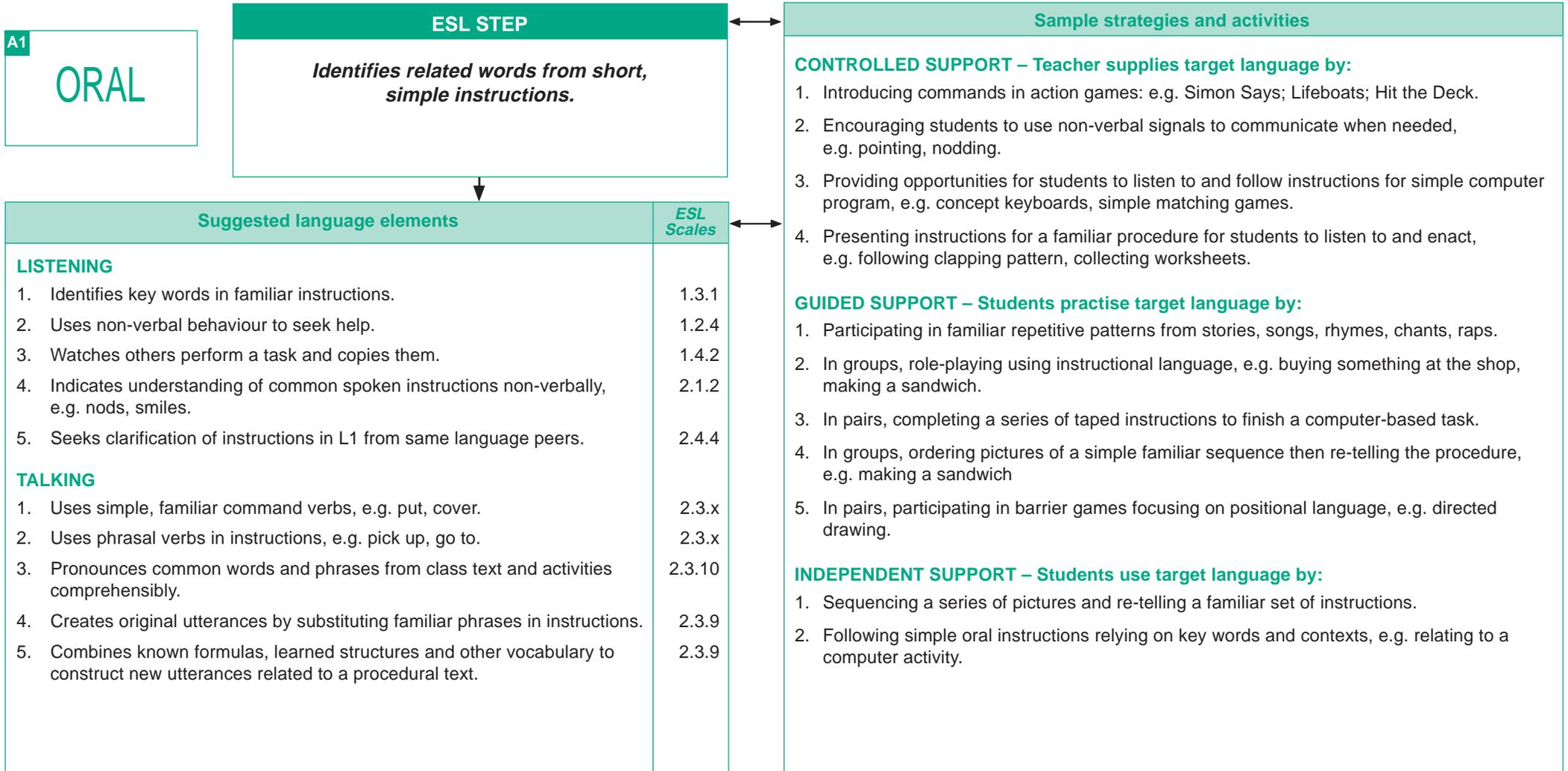
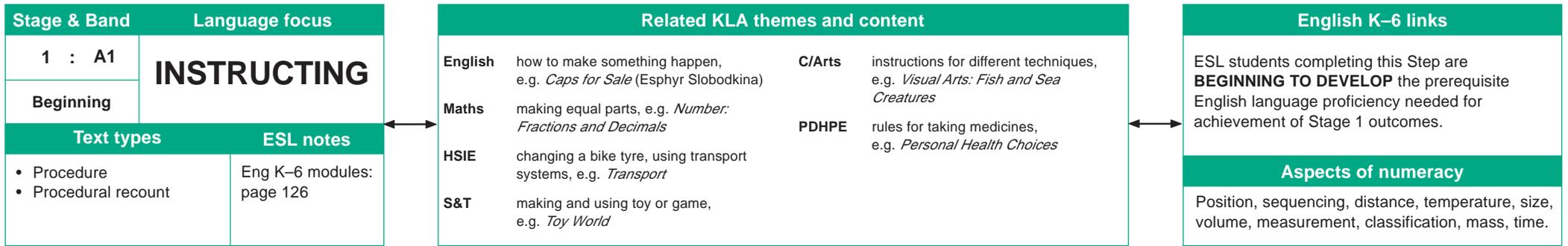
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...		<ul style="list-style-type: none"> procedures procedural recount

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple instructions	uses single words, formulaic phrases or incomplete sentences to respond to instructions	joins in shared reading of familiar procedure texts and completes simple related tasks	writes and illustrates procedures based on modelled and/or jointly constructed texts
A2	follows sequences of steps related to classroom procedures or learning activities	give short sequences of steps related to classroom procedures, games, learning tasks	reads simple procedures on a familiar topic	writes simple procedure on a familiar topic
B	follows a series of instructions related to classroom procedures or learning activities	gives a series of oral instructions related to classroom procedures, games or learning activities	identifies and organises main steps of instructions	plans and sequences information in procedural texts
C	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter



A1
READING

ESL STEP
Joins in shared reading of familiar procedure texts and completes simple related tasks.

Sample strategies and activities

- CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Introducing key words in a procedural text, ensuring that underlying and surrounding concepts are understood.
 2. Presenting grammatical features, e.g. use of action verbs, command form at beginning of sentences.

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, matching and sequencing pictures from a procedural text.
 2. In groups, following a simple procedure by reading a set of sequenced pictures with labels.
 3. In pairs, identifying sequence words in a text, e.g. first, second, then.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Finding further examples of instructional texts from other sources, e.g. recipes from home, games from the library.
 2. Participating in matching and memory activities to consolidate vocabulary recognition, e.g. Bingo, Snap, Concentration.

Suggested language elements	ESL Scales
1. Identifies objects in a procedure from pictures.	1.5.x
2. Follows a procedural sequence in pictures.	1.5.6
3. Uses illustrations to support reading.	1.8.7
4. Recognises key words from familiar procedural text.	1.7.4
5. Recognises the structure of a procedural text.	1.6.1

A1
WRITING

ESL STEP
Writes and illustrates procedures based on modelled and/or jointly constructed texts.

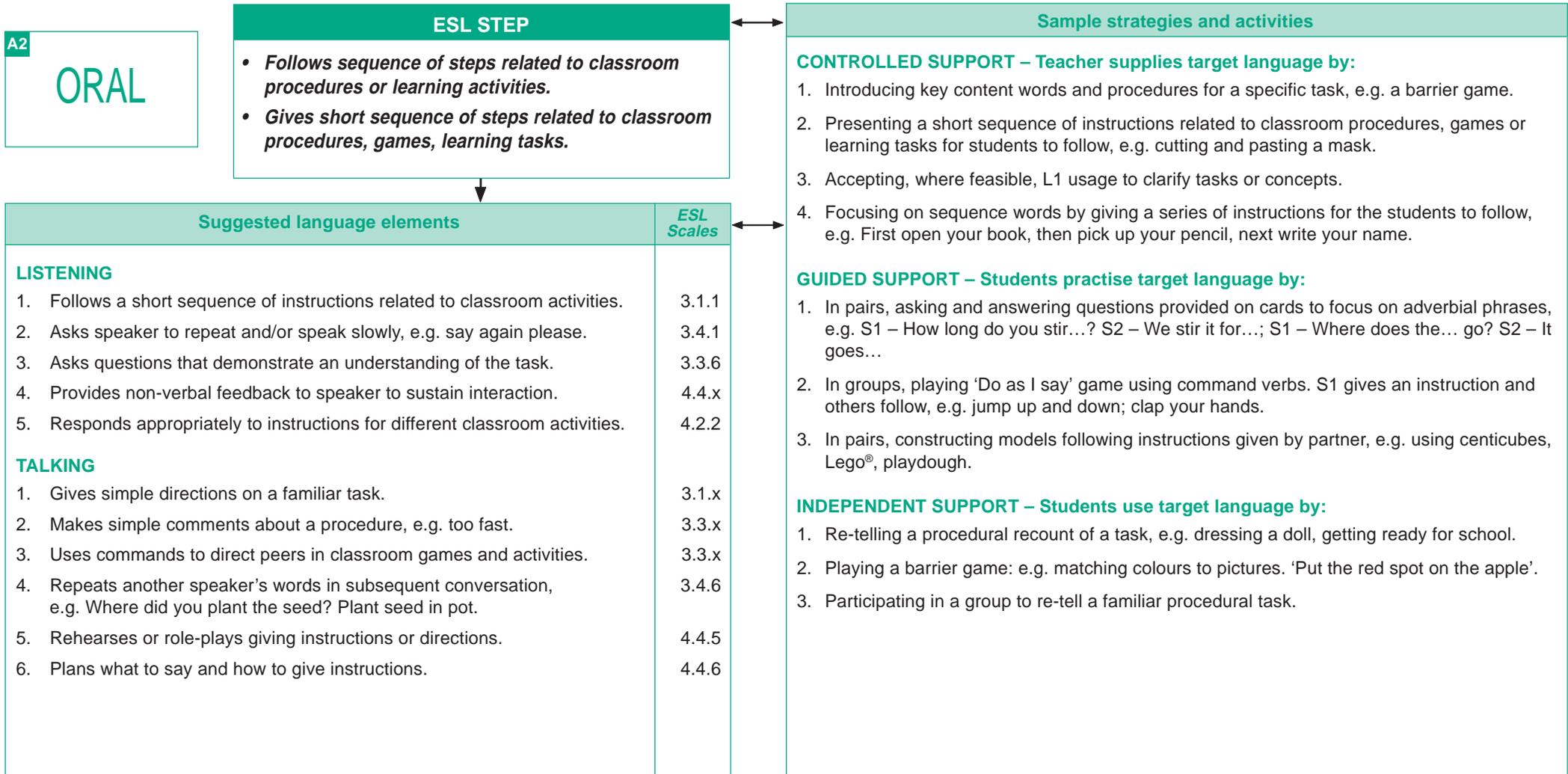
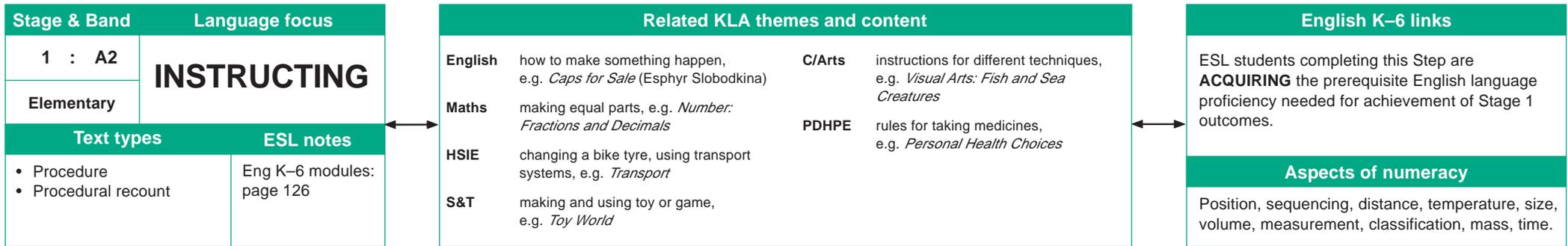
Sample strategies and activities

- CONTROLLED SUPPORT – Teacher supplies target language by:**
1. Recording simple instructions to match illustrations, for students to trace or copy.
 2. Developing word bank of instructional verbs.

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, labelling own illustrations using instructional words on display.
 2. Keying in jointly constructed text on a computer focusing on text conventions of capitals and full stops in sentences.
 3. In groups, contributing to class dictionary of action verbs related to a procedural task.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing instructions using drawings and L1.
 2. Innovating on a procedure jointly constructed by the class or group, e.g. How to make a _____. This could be a mixture of drawing and text.

Suggested language elements	ESL Scales
1. Writes short copied instructions.	1.11.1
2. Uses words in first language to supplement writing.	1.10.4
3. Draws arrows to demonstrate sequence.	1.9.1
4. Copies simple instructions.	1.9.2
5. Draws objects in a procedure.	B2.5.2



A2
READING

ESL STEP
Reads simple procedures on a familiar topic.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Introducing the use of illustrations, title and layout to support understanding.
2. Highlighting use of adverbial phrases to show position, duration, e.g. Put the mixture in the oven and bake for 45 minutes.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, reordering a jumbled sequence of instructions.
2. In groups, matching illustrations to instructions.
3. Highlighting the prepositions in a procedure.

INDEPENDENT SUPPORT – Students use target language by:

1. Labelling parts of an unfamiliar procedure.
2. In pairs, sorting and reordering two different sets of scrambled instructions, e.g. making lamingtons and making a paper aeroplane.

Suggested language elements	ESL Scales
1. Relies on key words for understanding instructions when reading texts or listening to texts read aloud.	2.8.1
2. Matches simple sentences or captions to illustrations or diagrams.	2.5.7
3. Understands common words that have different meanings in different contexts, e.g. look, look at, look for.	2.7.7
4. Distinguishes actions from objects in a procedural text.	3.7.x
5. Recalls sequence of steps in a procedure.	3.7.2
6. Recognises procedural texts through layout of print, illustrations and headings.	3.6.3
7. Makes predictions about appropriate sequence in a procedural text.	3.5.5
8. Uses visual supports such as diagrams or pictures to interpret meaning.	3.8.9

A2
WRITING

ESL STEP
Writes simple procedure on a familiar topic.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Developing word banks of action verbs and measurement words, e.g. ml, kilo, tablespoon.
2. Introducing synonyms by demonstrating substitution of action verbs in a procedure, choosing from list previously developed, e.g. cut, slice, chop.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, choosing adverbs of manner, place and duration from word banks in classroom to add details to instructions, e.g. carefully, over the top, for two minutes.
2. In groups, developing a bank of noun groups to describe materials/ingredients for a particular task, e.g. a rounded tablespoon of brown sugar.

INDEPENDENT SUPPORT – Students use target language by:

1. Innovating on a familiar procedure, e.g. making a cheese sandwich based on making a Vegemite® sandwich.
2. Expanding noun groups to provide detail about materials/ingredients, e.g. 5 small red beads; 2 tablespoons of butter.

Suggested language elements	ESL Scales
1. Writes procedures using some technically appropriate words.	2.11.10
2. Organises procedural texts in a logical order.	2.11.2
3. Rewrites instructions after correction and conferencing, e.g. deletes or adds words to clarify meaning.	2.12.6
4. Writes simple and familiar procedures using teacher-prepared scaffolds.	3.11.1
5. Uses knowledge of sentence patterns to form new sentences, e.g. follow modelled and joint construction texts to write own.	3.12.1
6. Writes suitable captions for procedural steps.	3.9.5

EXPLAINING

Language focus across the curriculum		35
Overview of ESL steps		35
Band A1:	Oral	36
	Reading	37
	Writing	37
Band A2:	Oral	38
	Reading	39
	Writing	39

EXPLAINING

Language focus across the curriculum*

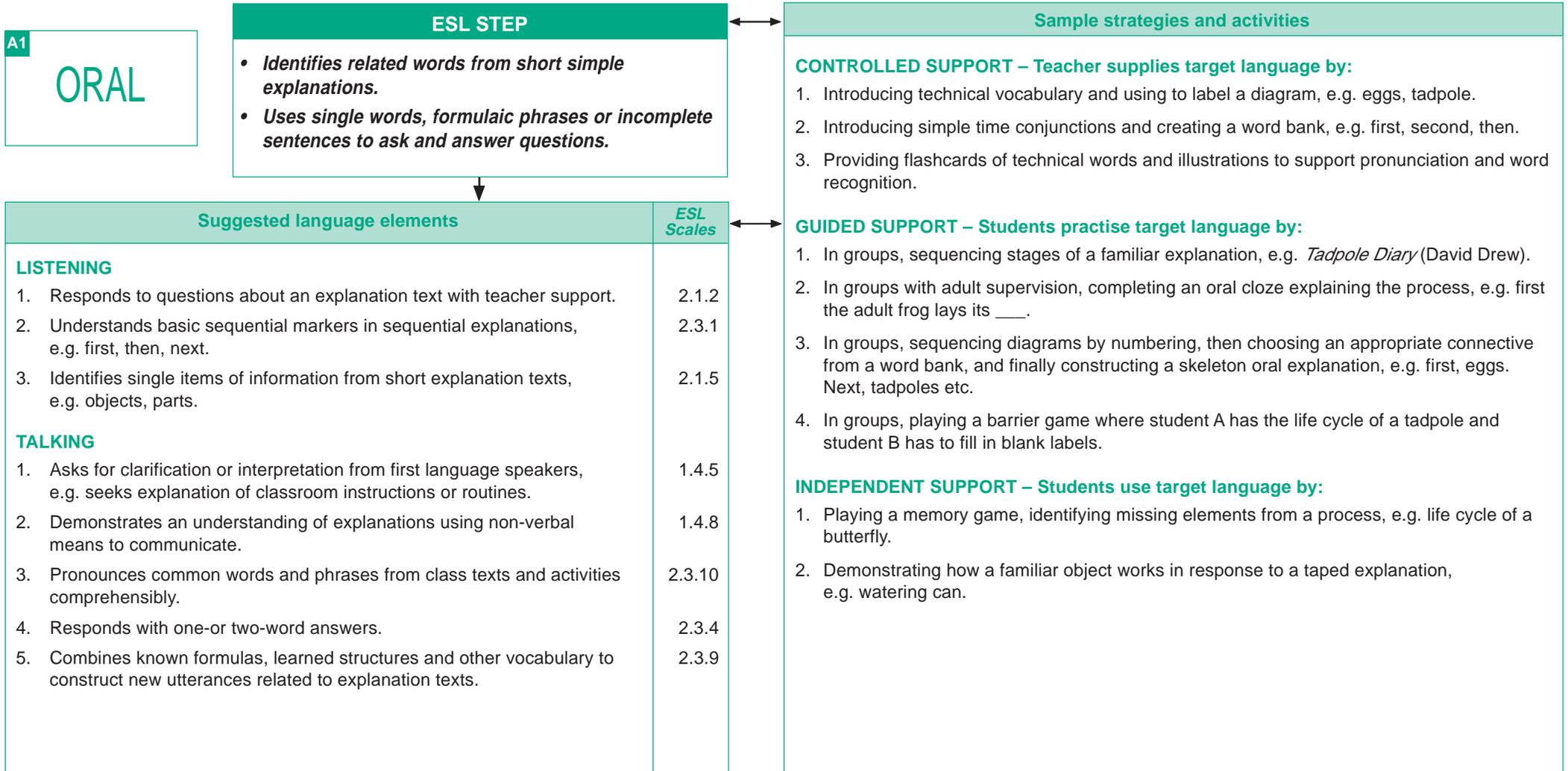
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising ...		explanation

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple explanations	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	joins in shared reading of familiar explanations and completes simple related activities	writes and illustrates simple explanations based on modelled and/or jointly constructed texts
A2	follows spoken explanations on familiar topics	provides simple explanations on familiar topics	reads and retells explanations on familiar topics	writes simple explanations on familiar topics
B	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations on familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics
C	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors contained in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics



A1
READING

ESL STEP
Joins in shared reading of familiar explanations and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Leading reading of a familiar class book, e.g. *My Bean Diary* (Rhonda Jenkins).
2. Presenting content words on cards and matching with the text.
3. Developing word bank of sequential connectives, e.g. next, after, when.

GUIDED SUPPORT – Students practise target language by:

1. In groups, playing memory game with word and diagram cards.
2. In pairs, completing supported cloze (picture of stage included and key words), focusing on nouns and time conjunctions.

INDEPENDENT SUPPORT – Students use target language by:

1. Completing a read and draw activity, e.g. using content words from topic as focus.
2. Sequencing a life cycle flow chart on a familiar animal.

Suggested language elements	ESL Scales
1. Identifies the purpose of a simple explaining text.	1.6.1
2. Gains basic information from illustrations.	1.5.5
3. Uses illustrations to support reading of simple explanatory texts.	1.8.7
4. Sequences a simple explanation process using pictures.	B2.1.7 1.5.6
5. Recognises technical words in a familiar explanation, e.g. lever.	1.7.4

A1
WRITING

ESL STEP
Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher supplies target language by:

1. Presenting a familiar explanatory text as a flow chart and labelling the diagrams.
2. Scribing dictated captions for students to illustrate.

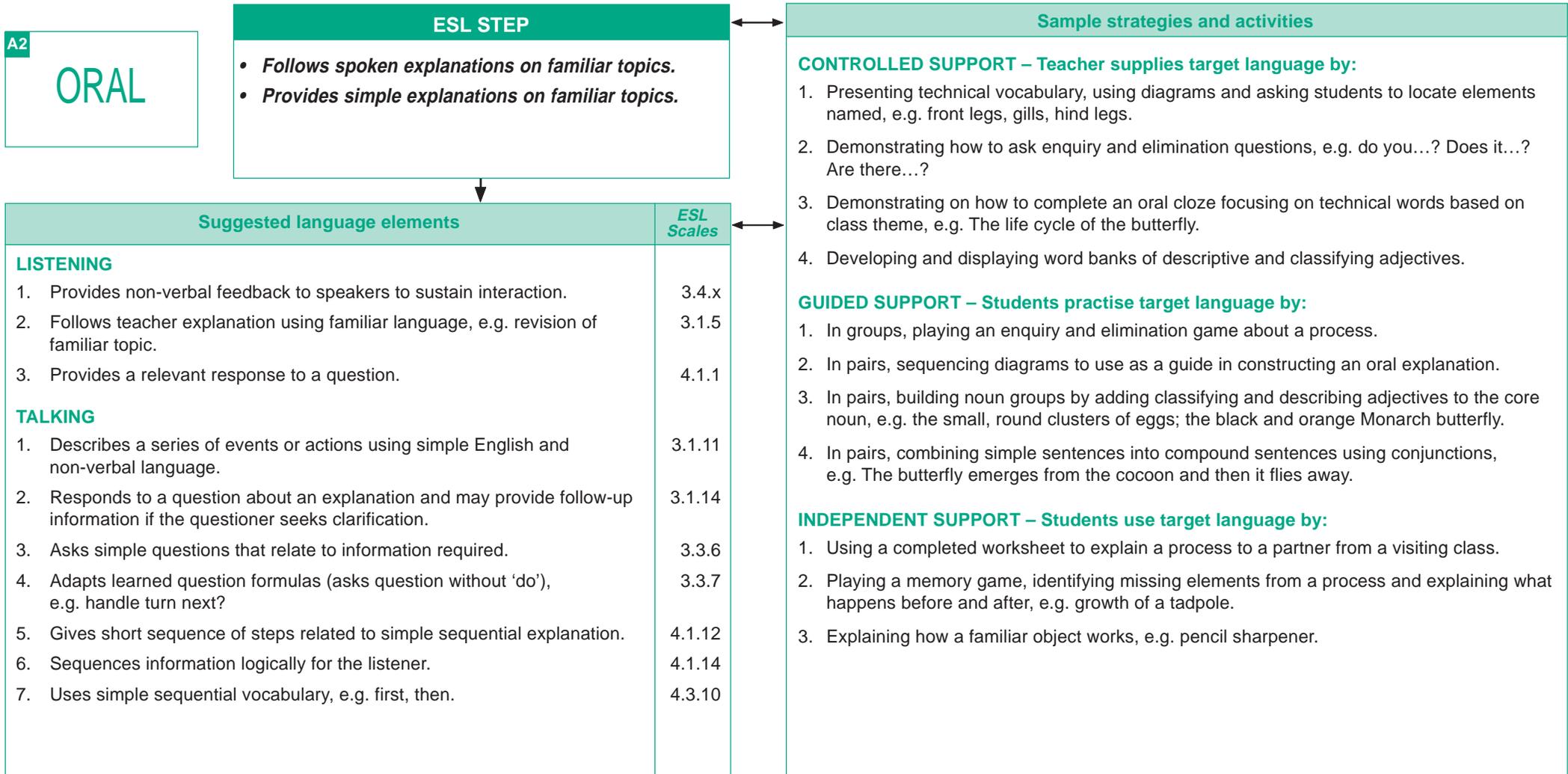
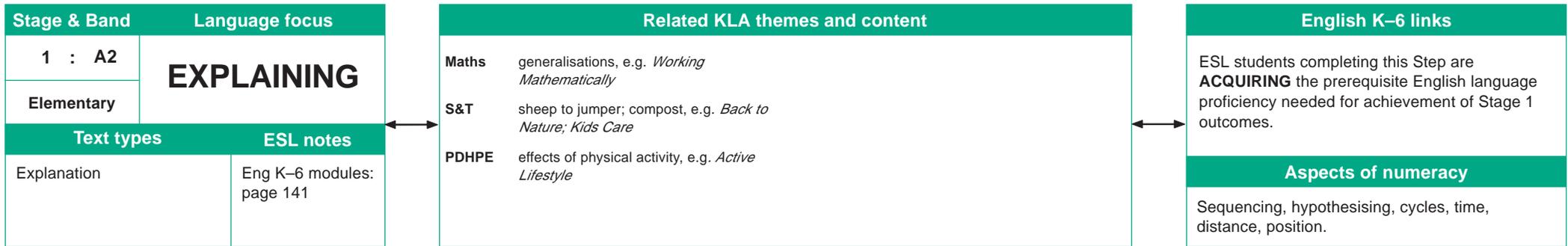
GUIDED SUPPORT – Students practise target language by:

1. In groups, developing a class dictionary of technical words on the current topic.
2. Keying in jointly constructed text on computer focusing on use of punctuation and spacing.
3. In pairs, creating new explanation sentences using familiar words on cards.

INDEPENDENT SUPPORT – Students use target language by:

1. Completing a life cycle on a familiar topic.
2. Illustrating a process, copying labels or captions from displays, e.g. life cycle.

Suggested language elements	ESL Scales
1. Uses drawings or diagrams to illustrate a simple sequence in an explanation.	1.12.1
2. Uses drawings or illustrations to compensate for limited English vocabulary, e.g. mixes writing with drawing.	1.12.2
3. Uses words from first language to supplement writing.	1.10.4
4. Finds words needed for own explanations from labels, charts, diagrams.	1.12.4
5. Labels diagrams with words learned in class.	1.9.3
6. Completes simple repetitive modelled sentences, e.g. The handle turns the...	1.9.4



A2
READING

ESL STEP
Reads and re-tells explanations on familiar topics.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

1. Reading simple explanation and highlighting structure.
2. Identifying time conjunctions in a text.
3. Highlighting basic punctuation during modelled reading, e.g. full stops, capital letters, question marks.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, matching semi-completed diagrams to familiar written text.
2. In groups, sequencing sentences from a familiar explanatory text.
3. In groups, identifying word chains in an explanatory text, e.g. egg, froglet, adult, hatch.

INDEPENDENT SUPPORT – Students use target language by:

1. Reading about and drawing a life cycle based on an explanatory text similar to the class text, e.g. Life cycle of a snail.
2. Completing a cloze on action verbs in an explanation.

Suggested language elements	ESL Scales
1. Relies on key words for understanding explanations when reading or listening to texts being read.	2.8.1
2. Matches simple sentences or captions to illustrations or photographs of a phenomenon.	2.5.7
3. Re-reads familiar explanations to increase accuracy and fluency.	2.8.7
4. Identifies basic text features of explanation text organisation, e.g. phenomenon and explanation sequence.	3.6.1
5. Identifies linking words which indicate sequence, e.g. first, next.	3.7.4
6. Identifies new information gained from reading an explanation.	3.5.9
7. Uses visual supports, e.g. diagrams, graphs, pictures, to interpret meaning in an explanation.	3.8.9

A2
WRITING

ESL STEP
Writes simple explanations on familiar topics.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

1. Demonstrating construction of simple explanations of familiar processes or life cycles.
2. Demonstrating how to join simple sentences with time and additive conjunctions.

GUIDED SUPPORT – Students practise target language by:

1. In groups, completing a story ladder of a familiar explanation.
2. In pairs, extending a noun group by adding descriptive and classifying adjectives.
3. In pairs, completing sentence beginnings or endings incorporating a time connective, e.g. (When the eggs hatch) they begin to look for food. The snails lay eggs (after they mate).

INDEPENDENT SUPPORT – Students use target language by:

1. Labelling a diagram using information from a familiar explanatory text.
2. Writing a simple explanation referring to a labelled diagram.

Suggested language elements	ESL Scales
1. Identifies the nature and purpose of explanatory texts in different formats, e.g. book, pamphlet.	2.10.1
2. Sequences information in a logical order.	2.11.2
3. Writes explanations that show simple cohesion of ideas, joining them with 'and then'.	2.11.3
4. Attempts to provide more detail in written explanations through illustrations and lists.	2.12.3
5. Initiates own writing of an explanation.	2.9.2
6. Uses simple present tense in an explanation.	3.11.13
7. Writes suitable labels for an explanation.	3.11.17
8. Uses simple sequence markers when describing a process.	3.11.4

PERSUADING

Language focus across the curriculum		43
Overview of ESL steps		43
Band A1:	Oral	44
	Reading	45
	Writing	45
Band A2:	Oral	46
	Reading	47
	Writing	47

PERSUADING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ...		<ul style="list-style-type: none"> • exposition • discussion

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple points of view	uses single words, formulaic phrases or incomplete sentences to express points of view	joins in reading of familiar persuasive texts and completes simple related activities	writes and illustrates point of view based on modelled and/or jointly constructed texts
A2	follows gist of point of view being expressed on a familiar topic	gives simple reasons for opinions and shares ideas about familiar topics	reads simple persuasive texts that present a point of view on familiar topics	writes simple persuasive texts that present a single point of view on a familiar topic
B	follows a line of argument in persuasive texts	presents coherent arguments on familiar topics	identifies and assesses arguments in persuasive texts	writes a cohesive persuasive text which supports conclusions on a familiar topic
C	evaluates the validity of spoken arguments	discusses issues using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
1 : A1	Beginning	PERSUADING	English	opinions and reasons about issues or choices, e.g. <i>A Pet for Mrs Arbuckle</i> (Gwenda Smith)	S&T	organisation of interior spaces, e.g. <i>Look Around You</i>
			Maths	agreeing on information needed to investigate a question, e.g. <i>Data</i>	C/Arts	composing and evaluating variations, e.g. <i>Music: When I Get Mad I Beat My Drum</i>
Text types		ESL notes	HSIE	valuing and protecting the environment, e.g. <i>Wet and Dry Environments</i>	PDHPE	values, e.g. <i>Growth and Development</i>
<ul style="list-style-type: none"> Exposition Discussion 		Eng K–6 modules: page 150 page 158				
English K–6 links						
ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.						
Aspects of numeracy						
Comparison, sequencing, classification, hypothesising, perspective.						

A1		ESL STEP	Sample strategies and activities
ORAL		<ul style="list-style-type: none"> Identifies related words from short, simple points of view. Uses single words, formulaic phrases or incomplete sentences to express points of view. 	<p>CONTROLLED SUPPORT – Teacher provides target language by:</p> <ol style="list-style-type: none"> Introducing and modelling sentence structures 'I like' and 'I don't like'. Demonstrating the use of smiley faces to sort students' likes and dislikes, e.g. food, games, weather. Leading repetitive jazz chants about likes and dislikes. Demonstrating the use of facial expressions to show likes and dislikes to a range of things, e.g. chocolate, rain, playing computer games. Introducing modality in statements and questions, e.g. Should lollies be sold in the canteen? I think lollies should/ should not... <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> In pairs, categorising pictures into things liked and disliked. In groups, giving simple reasons for likes and dislikes, e.g. No like. Not nice. In groups, completing a matrix recording likes and dislikes, e.g. vegetables, fruit, cakes. In groups, stating reasons for liking or disliking objects in a feely box following modelled simple structures, e.g. I like blocks because... <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Participating in group discussion on a familiar topic, e.g. school rules 'no hat, no play'; 'classroom out of bounds at lunch time'. Stating reasons for liking or disliking an object or activity using 'I like... because...', e.g. 'I like racing car because it fast'.
Suggested language elements		ESL Scales	
LISTENING			
1. Recognises that a point of view is being expressed.	2.1.x		
2. Follows reasons for everyday routines, e.g. wearing a hat in playground.	2.1.1		
3. Indicates understanding of elements of different speakers' viewpoints through non-verbal signal.	2.1.2		
4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.	2.4.2		
5. Links speaker's tone of voice to purpose.	2.1.7		
6. Provides non-verbal feedback to sustain interaction.	2.4.5		
TALKING			
1. Uses voice to emphasise point of view.	2.1.x		
2. Pronounces common words and phrase from class texts and activities comprehensibly.	2.3.10		
3. Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad.	2.3.3		

A1
READING

ESL STEP
Joins in reading of familiar persuasive texts and completes simple related activities.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

1. Leading the reading of repetitive phrases on likes and dislikes.
2. Demonstrating the construction of a chart of pictures of likes and dislikes.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, completing a supported cloze – (beginning letter left in and words at top of page).
2. In groups with adult supervision, playing a card game, e.g. Picture/word Bingo where students give a reason for liking or disliking an item.
3. In pairs, matching simple sentences of likes and dislikes to pictures.
4. In guided reading groups, identifying words that indicate that the writer is for or against a particular issue.

INDEPENDENT SUPPORT – Students use target language by:

1. Completing a cloze on emotive words, referring to a word bank.
2. Reading familiar sentences about likes and dislikes.

Suggested language elements	ESL Scales
1. Identifies the purpose of a simple persuasive text.	1.6.1
2. Identifies single words in a persuasive text.	1.7.4
3. Identifies beginning and end of sentences in simple opinions.	1.7.3
4. Uses illustrations to support reading.	1.8.7
5. Reads back own written point of view or sentences scribed by another.	1.5.8

A1
WRITING

ESL STEP
Writes and illustrates point of view based on modelled and/or jointly constructed texts.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

1. Demonstrating how to use drawing to express likes and dislikes.
2. Scribing dictated sentences that express students' opinions.

GUIDED SUPPORT – Students practise target language by:

1. In pairs, labelling own illustrations using words on display.
2. In groups, participating in the joint construction of an opinion after discussion, e.g. I think Kindergarten should have a separate play area because...
3. In groups, contributing to a class dictionary of likes and dislikes related to a current topic.

INDEPENDENT SUPPORT – Students use target language by:

1. Writing about likes and dislikes on a familiar topic using known words and groups of recognisable letters, e.g. bcz for because.
2. Following a model to complete a persuasive text using techniques such as short, direct sentences, exclamations, stimulus pictures, e.g. a littered environment with labels to show how the environment could be cleaned up.

Suggested language elements	ESL Scales
1. Contributes words, ideas or sentences to class or group persuasive text.	B2.5.1
2. Writes short, repetitive modelled persuasive statements.	1.11.1
3. Copies persuasive words and phrases related to a familiar topic, e.g. I think, it is a good idea.	B2.8.10
4. Uses words in first language to supplement writing.	1.10.4

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
1 : A2	Elementary	PERSUADING	English	opinions and reasons about issues or choices, e.g. <i>A Pet for Mrs Arbuckle</i> (Gwenda Smith)	S&T	organisation of interior spaces, e.g. <i>Look Around You</i>
			Maths	agreeing on information needed to investigate a question, e.g. <i>Data</i>	C/Arts	composing and evaluating variations, e.g. <i>Music: When I Get Mad I Beat My Drum</i>
Text types		ESL notes	HSIE	valuing and protecting the environment, e.g. <i>Wet and Dry Environments</i>	PDHPE	values, e.g. <i>Growth and Development</i>
<ul style="list-style-type: none"> Exposition Discussion 		Eng K–6 modules: page 150 page 158				
English K–6 links						
ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.						
Aspects of numeracy						
Comparison, sequencing, classification, hypothesising, perspective.						

A2	ESL STEP	Sample strategies and activities
ORAL	<ul style="list-style-type: none"> <i>Follows gist of points of view being expressed on a familiar topic.</i> <i>Gives simple reason for opinions and shares ideas about familiar topics.</i> 	<p>CONTROLLED SUPPORT – Teacher provides target language by:</p> <ol style="list-style-type: none"> Presenting sentence starters to express an opinion, e.g. I think... It's my opinion that... Demonstrating ways to question each other about likes and dislikes or opinions. Introducing modal verbs, e.g. must, should, might. <p>GUIDED SUPPORT – Students practise target language by:</p> <ol style="list-style-type: none"> In groups, after listening to a guest speaker, recalling the topic and arguments to summarise them for a joint construction. In pairs, developing and expressing opinions about an issue using modal verbs, e.g. I think we should make our bed at home because... In groups, preparing a role-play of situations where different points of view can be taken, practising intonation, facial expression and gestures. <p>INDEPENDENT SUPPORT – Students use target language by:</p> <ol style="list-style-type: none"> Choosing one issue from a brainstormed list and preparing arguments for or against, e.g. rabbits make good pets. Re-telling the main points supporting each case after listening to two short arguments for and against an issue, e.g. lollies in the canteen.
Suggested language elements		ESL Scales
LISTENING		
1. Begins to take turns in a discussion.	3.1.15	
2. Follows a line of argument.	4.1.1	
3. Interacts appropriately in discussions, e.g. doesn't raise hand until speaker has finished.	4.2.2	
4. Follows the flow of an argument by taking turns in a class discussion, e.g. makes relevant contribution at an appropriate time.	4.2.2	
5. Responds to a topic by contributing ideas or comments within own experience.	4.1.5	
TALKING		
1. Questions speaker to determine reason for opinion.	3.3.6	
2. Supports point of view through exemplification.	4.1.10	
3. Clarifies and emphasises point of view by rephrasing or repeating information.	4.4.4	
4. Elaborates and exemplifies further information if requested.	4.2.4 4.2.7	

A2
READING

ESL STEP
Reads simple persuasive texts that present a point of view on familiar topics.

Sample strategies and activities

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Presenting ways of predicting the arguments that may be presented after reading the title of a discussion.
 2. Demonstrating how to locate opinion words, sensing verbs, and modality words in a text.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, matching split sentences including issues and reasons, e.g. I think we should recycle paper because... it saves trees.
 2. In groups, constructing a modality cline of verbs, e.g. must, should, could, ought to.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Completing a cloze on contrastive connectives.
 2. Reading an exposition or discussion and stating how own opinions have changed.
 3. Identifying other possible arguments or evidence not stated in a persuasive text.

Suggested language elements	ESL Scales
1. Imitates pronunciation, intonation, rhythm and stress when reading familiar persuasive texts aloud.	2.8.5
2. Identifies key phrases expressing point of view, e.g. I think.	3.7.x
3. Identifies basic text structure of expositions and discussions.	3.6.1
4. Re-tells points of view expressed in a text.	3.5.3
5. Re-reads to confirm or reject a prediction about information in a persuasive text.	3.8.10
6. Makes predictions about point of view from text introduction (thesis).	3.5.5
7. Recognises use of emotive words and modality.	3.6.6

A2
WRITING

ESL STEP
Writes simple persuasive texts that present a single point of view on a familiar topic.

Sample strategies and activities

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Developing word banks of modal expressions and demonstrating appropriate usage.
 2. Demonstrating ways of combining sentences to express possibility and probability, e.g. If people run inside, someone may trip over a schoolbag and get hurt.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, composing statements increasing in certainty, e.g. We could... We ought to... We should... We have to... We must...
 2. In groups, sorting strips of paper containing 'for and against' arguments on a familiar issue into appropriate categories.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a persuasive text, giving an opinion.
 2. Identifying and annotating the stages of own or group persuasive text.

Suggested language elements	ESL Scales
1. Contributes to group writing of a persuasive text.	2.9.1
2. Uses some modality words to express opinion, e.g. should, must.	3.11
3. Uses simple time sequence markers to order arguments logically in a persuasive text.	3.11.4
4. Expresses own opinion in a persuasive text.	3.9.2
5. Gives reason to support a point of view.	3.9.2

NEGOTIATING

Language focus across the curriculum		51
Overview of ESL steps		51
Band A1:	Oral (listening)	52
	Oral (talking)	53
Band A2:	Oral (listening)	54
	Oral (talking)	55

NEGOTIATING

Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
	Literary	Factual
<p>learning recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring</p> <p>interacting greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming</p>		

(*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	attempts to infer meanings conveyed verbally and non-verbally	negotiates simple exchanges verbally and non-verbally		
A2	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges		
B	follows the drift of unpredictable social and learning transactions	manages participation in social and learning transactions		
C	infers speakers' intentions to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
1 : A1	Beginning	NEGOTIATING	<ul style="list-style-type: none"> Negotiating underpins all KLA themes and content. All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests. 	<ul style="list-style-type: none"> Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter. Using discourse strategies effectively, e.g. turntaking, agreeing/disagreeing appropriately. 	ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 1 outcomes.
Text types					
All text types		Eng K–6 modules: all ESL notes		Aspects of numeracy Context dependent	

ESL STEP		Sample strategies and activities	
A1 ORAL (listening)	<ul style="list-style-type: none"> <i>Attempts to infer meanings conveyed verbally and non-verbally.</i> <i>Negotiates simple exchanges verbally and non-verbally.</i> 	CONTROLLED SUPPORT – Teacher provides target language by: <ol style="list-style-type: none"> Using consistent language for daily routines. Providing simple instructions and directions (supported by gestures) to the class group, e.g. line up in pairs; hang up your bag; get out your lunches. Consistently modelling greetings and farewells, e.g. Good morning 2G. Demonstrating class discourse conventions, e.g. hands up to speak; telling news; asking a question. 	
	Suggested language elements	ESL Scales	GUIDED SUPPORT – Students practise target language by: <ol style="list-style-type: none"> In groups, participating in follow the leader games to copy the actions (and later words) of others, e.g. Simon Says. Listening to teacher or helper when they model appropriate grammatical patterns. Noticing tone of voice used in demonstration of appropriate speaking behaviour in school situations. In groups, responding with an action to a command in an active game, e.g. ships and life boats; hit the deck.
LISTENING <ol style="list-style-type: none"> Participates in group learning activities. Relies on assistance from first language speaker to interpret or elaborate. Checks understanding of activity by asking for clarification from other first language speakers. Follows instructions relying on key words and context. Responds appropriately with non-verbal language to comments, e.g. smiles when greeted. Attends to tone and context to support understanding. Signals comprehension even when not understanding spoken language. 	<ol style="list-style-type: none"> 1.1.3 1.4.5 1.4.7 2.1.1 2.1.2 2.1.7 2.4.5 	INDEPENDENT SUPPORT – Students use target language by: <ol style="list-style-type: none"> Participating in daily routines. Responding with appropriate movements to action songs, jazz chants or poems. Responding non-verbally to questions and directions phrased to permit this, e.g. Who likes the song? Stand up if you play soccer. Point to a corner of this shape. 	

A1
ORAL
(talking)

ESL STEP

- *Attempts to infer meanings conveyed verbally and non-verbally.*
- *Negotiates simple exchanges verbally and non-verbally.*

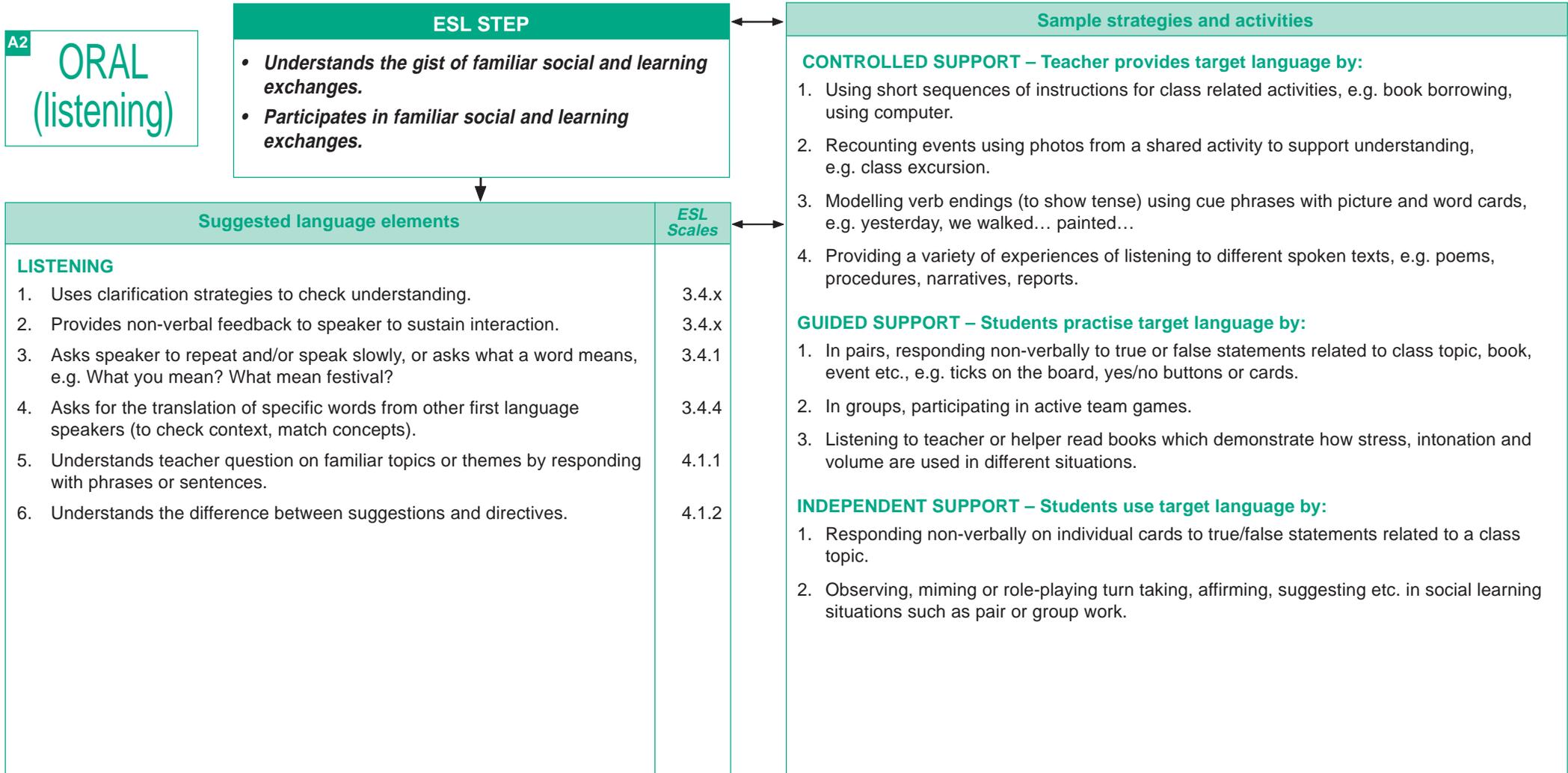
Sample strategies and activities

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling greetings and farewells and encouraging students to respond, e.g. Good Morning Miss Chan.
 2. Introducing routine chants, e.g. days of week, counting by 2s.
 3. Demonstrating rote counting, e.g. objects, students, touching each as counted.
 4. Introducing echo songs and chants, e.g. I met a bear; Going on a Lion Hunt.

Suggested language elements	ESL Scales
TALKING	
1. Participates in simple routine social interactions by exchanging greetings and farewells, e.g. Hi, Hello, See You.	1.1.15
2. Watches others' actions and copies them.	1.4.2
3. Uses turn-taking strategies to sustain interaction.	2.4.x
4. Makes use of empathetic behaviours to sustain interaction with others, e.g. nod, smile, repeat speaker's words.	2.4.14
5. Relies on other speaker to scaffold conversation.	2.4.18
6. Feigns comprehension to interact with peers.	2.4.19
7. Uses questions to elicit help.	2.4.9

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, responding to simple questions that require a single word response, e.g. What is your name? What day is it?
 2. Participating in chants, poems, repetitive refrains that require changes in voice.
 3. In pairs, using puppets to mimic questions and answers, as demonstrated by teacher.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Asking peers questions during news, e.g. Where you get? Who give?
 2. Using appropriate tone of voice and language in the classroom.
 3. Participating in daily routines.



A2
ORAL
(talking)

ESL STEP

- *Understands the gist of familiar social and learning exchanges.*
- *Participates in familiar social and learning exchanges.*

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

1. Presenting the language needed to negotiate simple transactions, e.g. borrowing a library book, ordering lunch.
2. Demonstrating an action relating to a picture cue, e.g. He is running.
3. Leading familiar refrains from a chant, e.g. in the morning before school, before school...
4. Modelling ways to make a request using polite forms, e.g. Excuse me... Could I please...

GUIDED SUPPORT – Students practise target language by:

1. Responding to teacher questions based on class shared experiences or photos, e.g. excursion T: 'Where did we go?' S: 'zoo.'
2. In groups, role-playing making requests, e.g. Excuse me, do you...; Could I please...

INDEPENDENT SUPPORT – Students use target language by:

1. Re-telling a short spoken text using pictures to support the re-telling, e.g. ordering lunch, borrowing a book.
2. Describing events in photos/pictures using simple vocabulary, e.g. 'We played with play dough', 'This animal is...'

Suggested language elements	ESL Scales
TALKING	
1. Repeats other speaker's words in subsequent conversation, e.g. Where did you plant the seeds? Plant seeds in pot.	3.4.6
2. Uses a few practised question formats during more formal situations, e.g. class sharing sessions.	3.4.7
3. Negotiates simple transactions, e.g. canteen, classroom activities.	3.3.8
4. Repeats a sentence modelling rhythm, intonation and pronunciation on another speaker.	3.4.8
5. Initiates and participates in casual exchanges with English speaking peers.	4.1.4
6. Re-formulates language to convey meaning more clearly, e.g. and my mum say don't – and my mum was angry to me.	4.4.4

APPENDICES

I	Language focus across the curriculum	58
II	Overview of ESL steps by language mode	59–60
III	Overview of ESL steps by bands	61–62
IV	<i>ESL Scales</i> level statements:	
	• oral interaction	63
	• reading and responding	64
	• writing	65

Appendix I

Language focus across the curriculum

(with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

LANGUAGE FOCUS	EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES ²	
		literary	factual
Describing	naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...	literary description	<ul style="list-style-type: none"> • factual description • information report
Recounting	recounting, retelling, narrating, describing ...	<ul style="list-style-type: none"> • literary recount • narrative • observation 	factual recount
Responding	recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...	<ul style="list-style-type: none"> • personal response • review 	
Instructing	describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...		<ul style="list-style-type: none"> • procedures • procedural recount
Explaining	expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising ...		explanation
Persuading	previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ...		<ul style="list-style-type: none"> • exposition • discussion
Negotiating	<i>learning</i> recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring ... <i>interacting</i> greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming ...		

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

The above matrix is provided as a guide for teachers to assist in relating the text types identified in the *English K–6 Syllabus* to the language focus areas used to organise the teaching guides of *ESL Steps: ESL curriculum framework K–6*.

Appendix II

Overview of ESL steps by language mode

Stage 1

Overview of ESL steps by language mode ORAL (listening)

	BAND A1	BAND A2
Describing	identifies related words from short, simple descriptions and reports	identifies key points of information from descriptive spoken texts
Recounting	identifies related words from short, simple recounts and narratives	identifies main events and characters in familiar recounts and narratives
Responding	identifies related words from simple responses to literary texts	follows short opinions about familiar literary texts
Instructing	identifies related words from short, simple instructions	follows sequences of steps related to classroom procedures or learning activities
Explaining	identifies related words from short, simple explanations	follows spoken explanations on familiar topics
Persuading	identifies related words from short, simple points of view	follows gist of point of view being expressed on a familiar topic
Negotiating	attempts to infer meanings conveyed verbally and non-verbally	understands the gist of familiar social and learning exchanges

Stage 1

Overview of ESL steps by language mode ORAL (talking)

	BAND A1	BAND A2
Describing	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	identifies and describes people, places and things through a growing vocabulary
Recounting	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	retells familiar narratives and recounts personal experiences
Responding	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	states brief opinions about familiar literary texts
Instructing	uses single words, formulaic phrases or incomplete sentences to respond to instructions	give short sequences of steps related to classroom procedures, games, learning tasks
Explaining	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	provides simple explanations on familiar topics
Persuading	uses single words, formulaic phrases or incomplete sentences to express points of view	gives simple reasons for opinions and shares ideas about familiar topics
Negotiating	negotiates simple exchanges verbally and non-verbally	participates in familiar social and learning exchanges

Appendix IV 'ESL Scales' level statements

ORAL INTERACTION

BAND C	Level 8	Students at level eight communicate effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity. They show understanding of how values, perspectives and feelings are expressed through the language of spoken texts and reflect that awareness in their own language. At this level students interpret complex spoken English used for a range of purposes and create spoken texts that demonstrate some clarity, cohesiveness and versatility of expression. They monitor the language patterns and communicative techniques in speech to enhance and sustain oral communication.
	Level 7	Students at level seven communicate in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. They identify and incorporate some non-literal language and some key cultural references into their speech. At this level students interpret and create coherent spoken texts with some control and flexibility over key organisational and language features. They monitor their spoken English for relevance and accuracy to link ideas across spoken texts.

BAND B	Level 6	Students a level six communicate in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources. They show awareness that effective spoken English requires speakers to adapt their language to the perceived needs and expectations of listeners. At this level students interpret and create spoken texts in ways that show a developing control over subject specific registers. They use planning and reflection to improve the range, fluency and accuracy of their oral language.
	Level 5	Students at level five communicate in familiar social and classroom situations, extracting relevant information from spoken English and elaborating in coherent speech on some ideas. They consider how interpersonal and cultural contexts affect communication in English. At this level students show understanding of spoken English, cueing in to key organisational and language features and demonstrating control over basic oral repertoire. They use their knowledge of oral and written English to sustain and monitor their conversations.

BAND A2	Level 4	Students at level four understand the gist of topics expressed in familiar language and communicate in predictable social and learning situations, expressing simple messages in connected speech. They demonstrate awareness of basic register requirements of spoken English in familiar formal and informal situations. At this level students respond appropriately to spoken English in predictable situations and adapt their English repertoire to make expanded utterances. They incorporate English into their repertoire from a range of oral and written sources to extend their oral skills in English.
	Level 3	Students at level three communicate and learn through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English. They demonstrate awareness of aspects of spoken English necessary for communicating and learning at school. At this level students respond to controlled spoken English in familiar exchanges and manipulate learned structures and features to make original utterances, which are characterised by simplified language and varying grammatical accuracy. They engage in, elicit and practise English to extend their oral repertoire.

BAND A1	Level 2	Students at level two communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and using learnt formulae, well-rehearsed patterns and short, simple utterance. They tune in to the sounds of English, showing understanding of when to use available English acceptably. At this level students show some understanding of simplified English in familiar, controlled exchanges and use simple formulae or short telegraphic utterances. They use some basic communication and learning strategies to participate in everyday and class routines.
	Level 1	Students at level one communicate verbally and non-verbally in simple social and classroom situations, taking cues from the context and using gesture, isolated words or well-known formulae. They draw on their knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and non-verbal exchanges. At this level students show understanding of some familiar, simplified spoken English supported by the immediate context and use a few simple formulae or isolated words. They attend to spoken English and attempt communication, relying on their non-verbal and limited verbal resources.

Appendix IV

‘ESL Scales’ level statements

READING AND RESPONDING

<p>Students at beginning level three read with understanding well-known texts, drawing on their developing knowledge of English. They respond to simple texts read aloud, identifying texts written for different purposes and relating them to their own knowledge and interests. They use their knowledge of English sound/symbol relationships and basic punctuation to read familiar and some unfamiliar texts, and focus on the literal meaning of the text, applying their knowledge about reading in English to new texts.</p>	B3
<p>Students at beginning level two gain and share meaning from symbols, writing and from simple texts read aloud, showing understanding that print encodes meaning and that written texts have a structure. They recognise the basic features of print, show some understanding that print transmits consistent meanings through symbols and conventions and model their own 'reading' on the shared reading of others.</p>	B2
<p>Students at beginning level one show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge that print and writing transmit and record messages and stories between people. They handle books appropriately, conveying their awareness of some conventions of book and print organisation. They interact with texts, focusing on visual support to gain meaning.</p>	B1

BAND C	7	<p>Students at level seven evaluate given texts with reference to their validity and quality. They justify their own reading of a text in relation to the readings of others, considering how the reader interacts with the text to construct its meaning. They relate their own response to their analysis of language use and features, and use a repertoire of strategies to interpret texts and monitor their own reading.</p>
	6	<p>Students at level six read with understanding a range of authentic texts for varying purposes. They make justifiable interpretations beyond a literal level, relating a text's format, structure and choice of language to its purpose. They interpret complex language used for a range of purposes and select reading strategies suited to the text and the task.</p>
BAND B	5	<p>Students at level five read with understanding a range of texts, including those remote from their personal experiences. They interpret mainly at a literal level and use the information for other purposes, displaying awareness of how information is organised and presented in English texts. They cue into key organisational and language features of texts and apply strategies to enhance their comprehension and learning.</p>
	4	<p>Students at level four read with understanding for a range of purposes. They identify main ideas and specific information in simple texts, relating their own culture, knowledge and experience to information in the text. They recognise key words connecting ideas and the organisation of information in texts, and coordinate a number of strategies to assist their reading.</p>
BAND A2	3	<p>Students at level three read with understanding controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They display awareness that written English differs from spoken English and that different texts may be organised differently. They cue into basic text organisation and language features and make varying use of English vocabulary, structure and sound symbol cues to make sense of unfamiliar text.</p>
	2	<p>Students at level two read with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts, showing understanding of the differences between narrative and expository texts which relate to their own knowledge or experience. They use their knowledge of reading, their understanding of basic print conventions in English, and support from modelled language to help them read in English.</p>
BAND A1	1	<p>Students at level one gain and share meaning from hearing and reading short, simple texts in structured reading activities, bringing their previous experience in reading to reading tasks in English. They use a small repertoire of sight words and knowledge of basic sound/symbol relationships, and rely on code-breaking strategies and visual cues to gain meaning from texts.</p>

Appendix IV 'ESL Scales' level statements WRITING

<p>Students at beginning level three communicate ideas, events and experiences through simple texts based on familiar spoken and written language, relating the purpose of a text to its familiar form and some of its conventional features. They write several coherently linked sentences, using basic structures and well-known vocabulary, and using a number of basic strategies to produce and check their written work.</p>	B3	BAND A1	1	<p>Students at level one write simple messages for classroom purposes using copied texts and well-rehearsed language. For this they draw on their prior knowledge of writing and demonstrate understanding that the purpose of writing is to communicate messages. They write and copy simple short texts, showing some knowledge of basic conventions of written English, and use a range of basic writing strategies to compensate for their limited knowledge of English and of writing in English.</p>
<p>Students at beginning level two communicate ideas, events and experiences through drawings, copied writing or attempts at own writing, displaying some awareness that written texts are presented according to certain conventions. They write simple texts using some copied or formulaic language and some basic writing conventions and use some basic strategies to convey information in writing.</p>	B2			BAND A2
<p>Students at beginning level one communicate messages through symbols, drawings and attempts at writing, showing awareness that speech can be written down and that the meanings of written messages remain constant. They write, showing awareness some basic writing conventions, and they experiment with drawing and writing to produce or reproduce, symbols and letters</p>	B1	BAND B	4	
<p>Students at level five communicate on a range of familiar topics and incorporate language and ideas drawn from different sources in response to the varying demands of the classroom. They adjust the form of writing to contexts, purposes and audiences. They write a number of coherent texts demonstrating some flexibility and control over a range of key organisational and language features, and focus on planning and editing their writing to improve its range and expression.</p>	5		BAND C	6
<p>Students at level seven communicate effectively to fulfil the literacy and learning requirements of most written tasks across the school curriculum, adapting different aspects of their writing to take account of context, purpose and reader. They write a number of complex texts characterised by a personal style which shows a consistent control over textual features, and plan, revise and refine their writing to enhance its overall impact.</p>	7	BAND C		7

