

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

Beginning (SPL in FL)	Beginning (LLB)	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase are new to print in English and to reading routines in Australian classrooms. In this phase, they begin to read and understand texts, read common sight words and use beginning knowledge of English sounds and symbols to decode words and begin to interpret the literal information in visual texts with teacher support.</p>	<p>Learners at this phase have had no previous experience of reading print in another language/dialect.</p>	<p>Learners at the beginning of this phase decode simple texts with familiar vocabulary. In this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language.</p>	<p>Learners at the beginning of this phase read simple texts independently and begin to understand the gist of most class texts independently. In this phase, they show some understanding beyond the literal level of these main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum, although they will rely largely on illustrations to construct meaning.</p>	<p>Learners at the beginning of this phase show some understanding beyond the literal level of main ideas, issues or plot developments in a range of accessible, authentic visual, written and electronic texts from across the curriculum. They will rely largely on illustrations to construct meaning. In this phase, they independently decode texts and are able to summarise and paraphrase key ideas.</p>
<p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> show interest in gaining and sharing meaning from print and pictures, and can differentiate between their first language print and English print</li> <li><input type="checkbox"/> may show comprehension of texts through the construction of diagrams or images</li> <li><input type="checkbox"/> understand the purpose of text and books, from experiences with reading in their first language</li> <li><input type="checkbox"/> need explicit teaching on how to interpret images that are culturally specific or unfamiliar</li> <li><input type="checkbox"/> are unfamiliar with English print features, including directionality (eg from left to right and top to bottom) if it differs from their first language script</li> <li><input type="checkbox"/> initially are unfamiliar with how the sounds of English map onto English letters (graphemes), but their first language experience may scaffold this learning</li> <li><input type="checkbox"/> recognise the difference between letters, numerals and illustrations</li> <li><input type="checkbox"/> Recognise their own name in writing and begin to develop a small bank of common sight words, including environmental print.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> may have very limited understanding of how books work, including concepts of print such as left-to-right directionality</li> <li><input type="checkbox"/> may focus on illustrations to construct meaning from texts</li> <li><input type="checkbox"/> are beginning to understand the role of print in conveying meaning</li> <li><input type="checkbox"/> may begin to 'read' books by speaking their own stories as they turn pages, using their first language/dialect or limited English</li> <li><input type="checkbox"/> use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> look through books, focusing on illustrations</li> <li><input type="checkbox"/> differentiate between first language print and English print, and follow print conventions of reading left to right and top to bottom</li> <li><input type="checkbox"/> bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print</li> <li><input type="checkbox"/> have a foundational knowledge of predictable English sound-symbol relationships, and some common letter patterns (graphemes)</li> <li><input type="checkbox"/> have a small bank of sight words</li> <li><input type="checkbox"/> demonstrate comprehension of everyday vocabulary, simple grammatical structures using extensive visual scaffolds</li> <li><input type="checkbox"/> Benefit greatly from the use of first language with peers, and teachers' assistants.</li> <li><input type="checkbox"/> Use word by word reading when decoding.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> begin to understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts such as maps and tables are read in specific ways</li> <li><input type="checkbox"/> continue to use first language culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages</li> <li><input type="checkbox"/> use appropriate intonation when reading statements, questions and dialogue</li> <li><input type="checkbox"/> use their growing oral language and grammatical knowledge to read at the phrasal level, putting collocating words together as they read (eg once upon a time), and following simple cohesive devices in texts (eg later, next, in the end)</li> <li><input type="checkbox"/> comprehend mostly at the literal level and rely on teacher input to grasp inferential meanings</li> <li><input type="checkbox"/> Can read common irregular words such as which and who, and can recognise and read more complex, but still common, letter patterns (eg -igh). When instructed, they can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs)</li> <li><input type="checkbox"/> use a range of strategies for working out words and their meanings and to self-correct, including their developing knowledge of everyday and specialist vocabulary, and their knowledge of sentence structure and sound-letter relationships</li> <li><input type="checkbox"/> Use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task and reading on.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand that written texts are structured differently from spoken ones, that written texts may have differences according to purpose, and that visual texts are read in specific ways</li> <li><input type="checkbox"/> read and view texts for social and academic purposes</li> <li><input type="checkbox"/> comprehend at the literal level and may still rely on teacher input to grasp inferential meanings</li> <li><input type="checkbox"/> read some complex sentences containing some unknown words</li> <li><input type="checkbox"/> use appropriate word stress and intonation when reading</li> <li><input type="checkbox"/> Request the help of a teacher to clarify instructions or confirm the meaning of unfamiliar words.</li> </ul>

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