K-2 EAL/D Progression by Mode: Writing

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

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