

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Reading texts				
Clusters	1 st cluster <i>EAL/D Beginning Limited/Some print Literacy</i>	2 nd cluster <i>EAL/D Beginning Some print Literacy</i>	3 rd cluster <i>EAL/D Emerging (K-2) Beginning (3-6)</i>	4 th cluster <i>EAL/D Developing (K-2) Emerging (3-6)</i>
ESL Scales	<p>B1.1 Shows an interest in gaining and sharing meaning from simple visual and written texts in structured reading activities.</p> <p>B1.3 Handles a book appropriately, showing some awareness of conventions of book and print organisation.</p>	<p>B2. 1 Gains and shares meaning from symbols, writing and simple texts read aloud.</p> <p>B2.3 Recognises basic features of print, showing some understanding that print conveys consistent meanings through symbols and conventions.</p>	<p>B3.1 Reads well-known texts, drawing on developing knowledge of English, and responds to simple texts read aloud.</p> <p>1.5 Gains and shares meaning from hearing and reading short simple texts in structured reading activities.</p> <p>2.5 Reads with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts.</p>	<p>3.5 Reads with understanding and learns from controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary.</p>
Student names				
What do they know? What can they do?	<p>1st Cluster</p> <ul style="list-style-type: none"> • Reads own name • Engages in shared reading of familiar texts with repeated language patterns • Enjoys looking at picture story books • Attempts to read words in the environment e.g. billboards 	<p>2nd cluster</p> <ul style="list-style-type: none"> ▶ Reads one or two words in environmental print/texts. ▶ Reads some words in a sentence correctly. ▶ Holds a book the right way up. ▶ Differentiates between writing and pictures. • Points to words using one-to-one correspondence when 'reading'. • Reads some high frequency words correctly in simple, predictable texts, e.g. <i>my, I</i>. <p>Begins to read with fluency and rhythm when text and image placement are consistent.</p>	<p>3rd cluster</p> <ul style="list-style-type: none"> ▶ Reads one or more sentences correctly in environmental print/texts. ▶ Reads one or more sentences correctly in a simple <i>book</i>. • Uses context to predict meaning in texts and supplement decoding attempts. • Reads words using known letter/sound relationships. • Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support. • Begins to develop fluency and understanding by revisiting familiar texts. 	<p>4th cluster</p> <ul style="list-style-type: none"> ▶ Reads all or most of a more challenging story book. • Maintains fluency when reading texts with varied and irregular text and image placement. • Pauses or hesitates when meaning is disrupted when reading. • Reads aloud with increasingly appropriate pitch, intonation and fluency (RR level 5–8).

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Reading texts					
Clusters	5 th cluster EAL/D Consolidating (K-2) Emerging (3-6)	6 th cluster EAL/D Consolidating (K-2) Emerging (3-6)	7 th cluster EAL/D Consolidating (K-2) Developing (3-6)	8 th and 9 th cluster EAL/D Consolidating (K-2) Developing (3-6)	10 th + cluster Consolidating (3-6)
ESL Scales	4.5 Reads for a range of purposes and identifies main ideas and specific information in simple texts.	5.5 Reads with understanding a range of texts, including those remote from personal experience, interpreting mainly at a literal level and using the information for other purposes.	6.5 Reads with understanding a range of authentic texts for varying purposes, making justifiable interpretations beyond a literal level.	7.5 Evaluates a given text with reference to its validity and quality, justifying own reading of text in relation to the readings of others.	
Student names					
What do they know? What can they do?	<p>5th cluster</p> <ul style="list-style-type: none"> • Reads texts with varied and longer sentence patterns and several lines of text per page. • Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts. • Recognises when meaning is disrupted and attempts to self-correct when reading. • Reads fluently and accurately with attention to punctuation. 	<p>6th cluster</p> <ul style="list-style-type: none"> • Understands that pathways for reading literary, factual and screen texts can be navigated in different ways. • Self-corrects when meaning is disrupted e.g. by pausing, repeating words and phrases, rereading and reading on. • Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16-18). 	<p>7th cluster</p> <ul style="list-style-type: none"> • Understands how to 'read' text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning. • Automatically integrates a range of information e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way. • Knows that literary, factual and screen texts need to be 'read' in differing ways. • Responds to punctuation and adjusts expression to enhance meaning when reading aloud. 	<p>8th cluster</p> <ul style="list-style-type: none"> • Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. • Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). • 'Reads' texts in different ways to meet a range of reading purposes. • Independently monitors reading by using a variety of self-correction strategies to maintain meaning. <hr/> <p>9th cluster</p> <ul style="list-style-type: none"> • Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. • Makes use of visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. • Selects and uses the most effective word identification strategy to maintain fluency and meaning. • Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. • Uses screen features (navigation bar, hyperlinks, etc.) when reading and viewing Internet texts. 	

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Concepts about print					
Clusters	1 st cluster <i>EAL/D Beginning Limited/Some Print Literacy</i>	2 nd cluster <i>EAL/D Beginning Some Print Literacy</i>	3 rd cluster <i>EAL/D Emerging</i>	4 th cluster <i>EAL/D Developing</i>	5 th cluster <i>EAL/D Consolidating</i>
ESL Scales	B1.3 Handles a book appropriately, showing some awareness of conventions of book and print organisation.	B2.3 Recognises basic features of print, showing some understanding that print conveys consistent meanings through symbols and conventions.	B3.3 Reads familiar and some simple unfamiliar texts using knowledge of English sound/symbol relationships and knowledge of basic punctuation. 1.7 Reads simple texts, using a small repertoire of sight words and knowledge of basic sound/symbol relationships. 2.7 Reads texts using knowledge of basic conventions of print, a developing sight and oral vocabulary and a developing knowledge of structures of English.	3.7 Reads and understands simple texts, cueing into basic text organisation and features of Strategies 4.7 Interprets simple texts, recognising key words connecting ideas and the organisation of information in a text.	5.7 Interprets texts, cueing into key organisational and language features. 6.7 Interprets complex language used for a range of purposes. 7.7 Appraises texts, relating own response to analysis of language use and features.
Student names					
What do they know? What can they do?	1st Cluster <ul style="list-style-type: none"> ▶ Unable to identify a capital letter. ▶ Unable to correctly name a full stop. ▶ Unable to identify a word. ▶ Unable to identify a letter. ▶ Unaware of text directionality. ▶ Unable to point to the first word to read. ▶ Unaware of return sweep. ▶ Shows beginning book handling skills, e.g. turning pages, looking at pictures. 	2nd cluster <ul style="list-style-type: none"> ▶ Identifies one or more capital letters when prompted. ▶ Names a full stop. ▶ Identifies a word in print. ▶ Identifies a letter in print. ▶ Indicates left to right. ▶ Points to the first word to read. ▶ Indicates return sweep to left at the end of a line of text. • Identifies a letter on a keyboard. • Knows the difference between letters and numerals. • Understands that print conveys meaning. • 'Reads' storybooks beginning at the front and finishing at the back of the book. 	3rd cluster <ul style="list-style-type: none"> ▶ Names a full stop and knows its purpose. • Identifies a capital letter. • Identifies the first letter in a word. • Identifies the last letter in a word. • Reads left page before right. • Understands that words and the spaces between words contribute to meaning. • Shows awareness of beginning screen management skills, e.g. scrolling. 	4th cluster <ul style="list-style-type: none"> ▶ Identifies a number of capital letters. • Uses capital letters for names. • Identifies a sentence. • Understands that words are read the same way each time. • Identifies simple screen functionality, e.g. buttons, menus 	5th cluster <p>Understands that punctuation and capital letters support meaning.</p> <ul style="list-style-type: none"> ▶ Students apply their concepts about print knowledge, skills and understandings when reading, writing, talking and listening.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Comprehension				
Clusters	1 st cluster <i>EAL/D Beginning Limited/Some Print Literacy</i>	2 nd cluster <i>EAL/D Beginning Some Print Literacy</i>	3 rd cluster <i>EAL/D Emerging (K-2) Beginning (3-6)</i>	4 th cluster <i>EAL/D Developing (K-2) Emerging (3-6)</i>
ESL Scales	<p>B1.4 Interacts with texts, focusing on visual support to gain meaning.</p> <p>B2.4 Models own 'reading' on the shared reading of others.</p>	<p>B3.4 Focuses on the literal meaning of the text, applying knowledge of reading in English to new texts.</p> <p>1.8 Relies on code-breaking strategies, structured reading activities and illustrations to gain meaning from texts.</p>	<p>2.8 Uses support from modelled language, knowledge of English and reading, and other resources to read in English.</p>	<p>3.8 Uses knowledge of basic English vocabulary, structure and sound/symbol cues to make sense of unfamiliar texts.</p>
Student Names				
What do they know? What can they do?	<p>1st Cluster</p> <ul style="list-style-type: none"> ▶ Provides irrelevant responses when asked an inferential question. ▶ Gives an incomplete retell of a story (even when prompted) or tells a different story. ▶ Unable to recall relevant details from illustrations in a story book. ▶ Unable to predict plausible next event in a story. ▶ Listens and responds to stories read aloud. 	<p>2nd cluster</p> <ul style="list-style-type: none"> ▶ Gives a sequenced retell of a story when prompted. ▶ Recalls some details from illustrations in a story book. ▶ Predicts a plausible next event in a story. • Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion. <p>Talks about information in factual texts.</p>	<p>3rd cluster</p> <ul style="list-style-type: none"> ▶ Provides a literal explanation when asked an inferential question. ▶ Gives an unprompted sequenced retell of a story that includes the beginning, middle and end. ▶ Recalls many details from illustrations in a story book. • Builds meaning in factual texts by using illustrations. 	<p>4th cluster</p> <ul style="list-style-type: none"> ▶ Interprets meaning by answering an inferential question correctly. • Responds to overall meaning in narrative and factual texts by talking about the central themes. • Constructs meaning from texts by making connections between print, illustrations and diagrams. • Analyses and evaluates a character's actions or events in a story through discussion. • Builds understandings of a topic by identifying key facts in texts in print and on screen.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Comprehension				
Clusters	5 th cluster EAL/D Consolidating (K-2) Emerging (3-6)	6 th cluster EAL/D Consolidating (K-2) Emerging (3-6)	7 th cluster EAL/D Consolidating (K-2) Developing (3-6)	8 th and 9 th cluster EAL/D Consolidating (K-2) Developing (3-6) 10 th + cluster Consolidating (3-6)
ESL Scales	4.8 Coordinates a number of strategies to facilitate reading.	5.8 Applies basic text access strategies to enhance comprehension and learning.	6.8 Selects reading strategies appropriate to the nature of text and task.	7.8 Uses a repertoire of strategies to access and interpret texts and to monitor own reading.
Student Names				
What do they know? What can they do?	<p>5th cluster</p> <ul style="list-style-type: none"> • Responds to questions about a character's actions, qualities, characteristics and motives by expressing an opinion about the character. • Builds understanding by interpreting and discussing inferred meanings. • Interprets information in factual texts by using title page, contents page and computer software menu to locate specific information. 	<p>6th cluster</p> <ul style="list-style-type: none"> • Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution. • Builds understanding of media texts by discussing different interpretations of the one text. • Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites. • Analyses and evaluates a character's actions/motives in a story. 	<p>7th cluster</p> <ul style="list-style-type: none"> • Responds to texts by referring to prior experiences. • Responds to and analyses a text by discussing a point of view presented in the text. • Analyses and evaluates how visual images support print to create meaning in texts. • Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading. <hr/> <ul style="list-style-type: none"> • Analyses a text by discussing visual, aural and written techniques used in the text. • Builds understanding about the meaning of a text by identifying and discussing text organisation and features, including cohesive links. 	<p>8th cluster</p> <ul style="list-style-type: none"> • Refers to prior knowledge and experiences to build understanding of a text. • Justifies predictions about sections of a text. • Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings to locate information. • Draws conclusions by using clues in a text. • Identifies more than one perspective or point of view when responding to questions about texts. • Articulates the main idea and provides a synthesised retell that captures key events in texts. • Exemplifies descriptive words or sequences of information and ideas in texts by creating mental images. <hr/> <p>9th cluster</p> <ul style="list-style-type: none"> • Builds understanding during reading by discussing possible consequences of actions and events. • Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to facts, qualities, characteristics, events. • Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows awareness through discussion that texts can present different perspectives. • Analyses the ways ideas and information are presented by making comparisons between texts. • Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Aspects of speaking				
Clusters	1 st cluster <i>EAL/D Beginning Limited/Some Print Literacy</i>	2 nd cluster <i>EAL/D Emerging</i>	3 rd cluster <i>EAL/D Developing (K-2) Emerging (3-6)</i>	4 th cluster <i>EAL/D Consolidating (K-2) Developing (3-6)</i>
ESL Scales	1.1 Communicates verbally and non-verbally in simple social and classroom situations, taking cues from immediate context and using gesture, isolated words or well-known formulae.	2.1 Communicates verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and uses learnt formulae, well-rehearsed patterns and short, simple utterances.	3.1 Communicates and learns through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English.	4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech.
Student Names				
What do they know? What can they do?	<p>1st Cluster</p> <ul style="list-style-type: none"> • Unable to name a favourite character from a story that has been read. • Uses single word utterances when speaking. • Mispronounces some words; speech is not fluent. • Little variation of pace and volume for emphasis when speaking. 	<p>2nd cluster</p> <ul style="list-style-type: none"> ▶ Names a favourite character from a story that has been read, but is unable to provide a reason for liking the character. ▶ Shows some changes to pace and volume for emphasis when speaking. ▶ Uses simple sentences/phrases when speaking. • Talks to peers and known adults about personal experiences. • Listens to and accurately relays simple messages. • Participates in whole class discussions. • Articulates most speech sounds, (exceptions could be: /l/, /sh/, /z/, /r/, /v/, /th/). 	<p>3rd cluster</p> <ul style="list-style-type: none"> ▶ Provides a simple justification for an opinion about a favourite character from a story that has been read ▶ Uses some extended sentences when speaking ▶ Consistently speaks in an audible, clear and confident way. ▶ Uses pace and volume for emphasis when speaking. • Listens and responds to literary and factual texts read and viewed. • Begins to use active listening and turn taking when engaging in more extended conversations and discussions with peers and known adults. • Contributes ideas in small group and whole class discussions. 	<p>4th cluster</p> <ul style="list-style-type: none"> ▶ Provides a detailed justification for an opinion about a favourite character from a story that has been read. • Asks relevant questions using correct word order and intonation. • Makes brief oral presentations to the class. • Begins to adjust register to suit audience and situation. • Views and listens to gain information for a specific purpose from a variety of sources. • Contributes to structured group or pair activities involving discussion about familiar texts/topics. • Articulates most speech sounds, (exceptions could be: /r/, /v/, /th/).

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Aspects of speaking				
Clusters	5 th cluster <i>EAL/D Consolidating (K-2) Developing (3-6)</i>	6 th cluster <i>EAL/D Consolidating (K-2) Developing (3-6)</i>	7 th cluster <i>EAL/D Consolidating</i>	8 th cluster <i>EAL/D Consolidating</i>
ESL Scales	5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.	6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.	7.1 Communicates in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues.	8.1 Communicates effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity.
Student Names				
What do they know? What can they do?	5th cluster <ul style="list-style-type: none"> Provides elaboration to questions seeking further information. Recounts events and experiences in logical sequence. Consistently makes relevant contributions to class discussions and asks questions to clarify meaning. Uses register and tone according to purpose and audience. Listens and responds to instructions, information and peer opinions. Uses interactive skills to show respect for the contributions of others during discussions. 	6th cluster <ul style="list-style-type: none"> Expresses a point of view with supporting information about an expanding range of texts/topics. Speaks clearly and confidently in a variety of formal and informal situations. Plans and presents a brief oral presentation about a topic. Adjusts register, tone and volume appropriate to situation. Demonstrates attentive listening across a range of school contexts, e.g. assemblies, performances. 	7th cluster <ul style="list-style-type: none"> Expresses a point of view about a text/topic and listens to and accommodates the viewpoint of others. Plans and delivers oral presentations on an expanded range of topics for audiences beyond the immediate classroom, e.g. assembly presentations. Automatically adjusts speech to suit different audiences, purposes and situations. Demonstrates attentive listening and viewing for extended periods of time. Stays on task and participates effectively in longer class and group discussions. 	8th cluster <ul style="list-style-type: none"> Expresses more detailed ideas and justifies a point of view about a comprehensive range of texts/topics. Communicates confidently with a range of audiences for a variety of purposes. Listens and understands a series of instructions related to a task and successfully completes the task. Contributes to collaborative group problem solving to complete a task by questioning and rephrasing for clarification, listening and responding to the ideas of others and suggesting ideas.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Aspects of Writing				
Clusters	1 st cluster	2 nd cluster	3 rd cluster	4 th cluster
	<i>EAL/D Beginning Limited/Some Print Literacy</i>	<i>EAL/D Beginning Some Print Literacy</i>	<i>EAL/D Emerging (K-2) Beginning (3-6)</i>	<i>EAL/D Emerging (K-2) Beginning (3-6)</i>
ESL Scales	<p>B1.5 Communicates messages through symbols, drawings or attempts at writing.</p> <p>B2.5 Communicates ideas, events and experiences through drawings, copied writing or attempts at own writing.</p>	<p>B3.5 Communicates ideas, events and experiences through simple texts based on familiar spoken and written language.</p> <p>1.9 Communicates simple messages for classroom purposes using copied texts and well-rehearsed language and drawing on prior knowledge of writing.</p>	<p>2.9 Communicates ideas, events and experiences using limited repertoire of spoken and written English.</p>	<p>3.9 Communicates on a number of familiar topics through writing simple creative and informational texts in response to classroom demands.</p>
Student Names				
What do they know? What can they do?	<p>1st Cluster</p> <ul style="list-style-type: none"> ▶ Some attempt to write name, e.g. one or two letters or scribble. ▶ Engages in writing-like behaviour using random letters or scribble. ▶ 'Writing' is unrelated to a story book that has been read to them. ▶ Little/no evidence of left to right direction and/or spacing between words. ▶ Holds a pencil or crayon effectively to draw and scribble. 	<p>2nd cluster</p> <ul style="list-style-type: none"> ▶ Clear attempt to write name (may not be correct spelling). ▶ Writes at least one recognisable word (may not be spelled correctly) related to a story book that has been read to them. ▶ 'Writes' from left to right and leaves spaces between words. • Attempts to form some letters. • Talks about intended 'writing' before attempting to 'write'. • Talks about own writing and drawing. • Experiments with computer mouse and keyboard. 	<p>3rd cluster</p> <ul style="list-style-type: none"> ▶ Writes name correctly. ▶ Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Draws on both personal and imaginary experiences to 'write' texts. • Vocalises words to approximate spelling. • Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance. • Uses simple noun groups and adverbial phrases when writing. • Begins to demonstrate understanding of pencil grip, paper placement and posture. • Experiments with creating simple texts on the computer. 	<p>4th cluster</p> <ul style="list-style-type: none"> ▶ Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Talks about the audience and purpose for texts being written. • Attempts to spell high frequency words that have been taught. • Produces some compound sentences using conjunctions to join ideas. • Uses simple pronoun references. • Forms most letters correctly. • Uses correct pencil grip, paper placement, posture and knows how to self-correct. • With support, uses computer software programs to create simple texts.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Aspects of Writing				
Clusters	5 th cluster <i>EAL/D Developing (K-2)</i> <i>Emerging (3-6)</i>	6 th cluster <i>EAL/D Developing (K-2)</i> <i>Emerging (3-6)</i>	7 th cluster <i>EAL/D Consolidating (K-2)</i> <i>Developing (3-6)</i>	8 th and 9 th cluster <i>EAL/D Consolidating (K-2)</i> <i>Developing (3-6)</i> 10 th + cluster – Consolidating (3-6)
ESL Scales	4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types.	5.9 Communicates on a range of familiar topics and incorporates language and ideas drawn from different sources in response to the varying demands of the classroom.	6.9 Communicates on a range of topics, marshalling ideas through a variety of well-known text types.	7.9 Communicates effectively to fulfil the literacy and learning requirements of most writing tasks across the school curriculum.
Student Names				
What do they know? What can they do?	<p>5th cluster</p> <ul style="list-style-type: none"> • Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text. • Engages in the joint production of texts using a variety of mediums, e.g. podcasts, films. • Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes. • Rereads own text to clarify meaning and make some changes to the text. • Uses sentence punctuation and some simple punctuation. • Accurately writes simple and compound sentences. • Uses a range of adjectives to provide more information about nouns. • Writes lower/upper case letters of consistent size and formation in NSW Foundation Style • Uses computer functions to edit texts. 	<p>6th cluster</p> <ul style="list-style-type: none"> • Creates longer texts supported by visual information e.g. diagrams, maps, graphs on familiar topics for known audiences. • Begins to use text features such as headings and paragraphs to organise information. • Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right. • Accurately spells an increasing number of high frequency and topic words. • Uses simple punctuation, e.g. full stops, exclamation marks and question marks. • Experiments with using some complex sentences to enhance writing. • Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly. • Uses a computer to produce texts with graphics. 	<p>7th cluster</p> <ul style="list-style-type: none"> • Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. • States purpose and intended audience before creating texts. • Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. • Applies spelling generalisations when writing. • Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. • Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. <hr/> <ul style="list-style-type: none"> • Uses a variety of spelling strategies to spell high frequency words correctly. • Uses simple word processing functions such as spell check, grammar check. • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. • Uses joined letters of consistent size. • Experiments with creating simple multimodal texts using digital text creation programs. 	<p>8th cluster</p> <ul style="list-style-type: none"> • Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. • Experiments with producing/publishing texts using an increasing range of mediums and modes. • Writing shows evidence of revision, editing and proof-reading. • Demonstrates a range of spelling strategies to spell unfamiliar words. • Uses quotation marks for direct speech and commas in lists. • Produces a range of grammatically accurate sentences. • Fluently writes letters of consistent size and formation in NSW Foundation Style <hr/> <p>9th cluster</p> <ul style="list-style-type: none"> • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. • Plans and organises ideas using headings, graphic organisers, questions and mind maps. • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Vocabulary Knowledge				
Clusters	1 st cluster <i>EAL/D Beginning Limited/Some Literacy</i>	2 nd cluster <i>EAL/D Beginning Some Literacy</i>	3 rd cluster <i>EAL/D Emerging</i>	4 th cluster <i>EAL/D Developing</i>
ESL Scales	1.3 Shows understanding of some familiar simplified spoken English supported by immediate context and uses a few simple formulae or isolated words.	2.3 Shows some understanding of simplified English in familiar, controlled exchanges, and uses simple formulae or short telegraphic utterances.	3.3 Responds to controlled spoken English in familiar exchanges and manipulates learned structures and features to make original utterances characterised by simplified language and varying grammatical accuracy.	4.3 Responds to spoken English appropriately in predictable situations, and adapts available English repertoire to make expanded utterances.
Student Names				
What do they know? What can they do?	1st Cluster <ul style="list-style-type: none"> Knows and uses a range of everyday words, e.g. colours, familiar objects, family members. Displays curiosity about words and their meanings. 	2nd cluster <ul style="list-style-type: none"> Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big, little. Names some basic parts of a computer, e.g. screen, keyboard, mouse, space bar. Asks questions to find out meanings of unfamiliar words. 	3rd cluster <ul style="list-style-type: none"> Begins to expand the vocabulary used to describe everyday events and experiences. Begins to use topic words when speaking and writing. Identifies unfamiliar words and attempts to use experience and context to work out word meanings. 	4th cluster <ul style="list-style-type: none"> Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking. Develops beginning understandings about word families and uses these understandings when reading and writing. Uses grammar and context of a text to work out the meaning of an unfamiliar word.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Vocabulary Knowledge				
Clusters	5 th cluster <i>EAL/D Consolidating</i>	6 th cluster <i>EAL/D Consolidating</i>	7 th cluster <i>EAL/D Consolidating</i>	8 th and 9 th cluster <i>EAL/D Consolidating</i>
ESL Scales	5.3 Shows understanding of spoken English, cueing in to key organisational and language features and demonstrating control over a basic oral repertoire.	6.3 Interprets and creates spoken texts in ways that show a developing control over subject-specific registers.	7.3 Interprets and creates coherent spoken texts with some control and flexibility over key organisational and language features.	8.3 Interprets complex spoken English used for a range of purposes and creates spoken texts that demonstrate some clarity, cohesiveness and versatility of expression.
Student Names				
What do they know? What can they do?	<p>5th cluster</p> <ul style="list-style-type: none"> • Uses knowledge and understanding of topic words when reading, writing and speaking. • Accurately uses a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page. • Demonstrates awareness that some words have multiple meanings when reading, writing and speaking. • Understands that changing words in a text can alter the meaning. 	<p>6th cluster</p> <ul style="list-style-type: none"> • Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing. • Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform. • Applies knowledge of base words to build word families, e.g. move, moving, remove. • Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc. 	<p>7th cluster</p> <ul style="list-style-type: none"> • Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. • Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia. • Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words. • Uses a simple dictionary to check word meanings. 	<p>8th cluster</p> <ul style="list-style-type: none"> • Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere. • Draws on topic/content knowledge to assist in working out the meaning of unknown words. • Understands relevant vocabulary associated with electronic texts. • Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms. • Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing. <hr/> <p>9th Cluster</p> <ul style="list-style-type: none"> • Uses synonyms for a range of common words. • Uses simple content specific vocabulary in appropriate ways when creating texts. • Uses relevant vocabulary associated with digital technology and electronic texts. • Understands how prefixes and suffixes change word meanings.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Phonics				
Clusters	1 st cluster Best Start Level 0	2 nd cluster Best Start Level 1	3 rd cluster Best Start Level 2	4 th cluster Best Start Level 3
ESL Scales	N/A	N/A	N/A	N/A
Student names				
What do they know? What can they do?	<p>1st Cluster</p> <ul style="list-style-type: none"> ▶ Identifies one letter that is the same in words. ▶ Unable to name letters in a given word. ▶ Unable to say the sounds for letters in a given word. 	<p>2nd cluster</p> <ul style="list-style-type: none"> ▶ Identifies two or more letters that are the same in words. ▶ Identifies some letters that are the same in more than one context. ▶ Names some letters in a given word. ▶ Says one of the sounds for letters in a given word. <p>Writes approximate letters for some sounds.</p>	<p>3rd cluster</p> <ul style="list-style-type: none"> ▶ Identifies all letters that are the same in more than one context. ▶ Names most letters in a given word. ▶ Says some of the sounds for letters in a given word. <ul style="list-style-type: none"> • Blends up to three sounds in words when reading. • Writes letters to correspond with single letter sounds. 	<p>4th cluster</p> <ul style="list-style-type: none"> ▶ Names all letters in a word. ▶ Says most sounds in a given word. <ul style="list-style-type: none"> • Spells unknown words phonetically with most letters in the correct sequence. • Recognises, says and writes names and common sounds of alphabet.

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Phonics				
Clusters	5 th cluster	6 th cluster	7 th cluster	8 th cluster
ESL Scales	N/A	N/A	N/A	N/A
Student Names				
What do they know? What can they do?	<p>5th cluster</p> <ul style="list-style-type: none"> • Blends initial consonants with common vowel patterns or word families. • Attempts to read more complex words using letter/sound knowledge. • Uses knowledge of letter clusters and vowel digraphs to spell unfamiliar words. 	<p>6th cluster</p> <ul style="list-style-type: none"> • Segments sounds in consonant clusters to spell unfamiliar words. • Uses familiar words and letter clusters to decode words when reading. 	<p>7th cluster</p> <ul style="list-style-type: none"> • Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i>, <i>talked</i>. • Understands that sounds can be represented in various ways when spelling words, e.g. <i>meet</i>, <i>meat</i>. 	<p>8th cluster</p> <ul style="list-style-type: none"> • Knows common sounds for vowel digraphs and uses syllabification when reading/spelling. • Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling. <p>Students apply phonics knowledge, skills and understandings when reading, writing talking and listening.</p>

Literacy Continuum with ESL Scales and EAL/D Learning Progression

Phonemic awareness

Phonemic awareness			
Clusters	1 st cluster <i>EAL/D Beginning Limited/Some Print Literacy</i>	2 nd cluster <i>EAL/D Emerging</i>	3 rd cluster <i>EAL/D Developing</i>
ESL Scales	N/A	<p>B3.3 Reads familiar and some simple unfamiliar texts using knowledge of English sound/symbol relationships and knowledge of basic punctuation.</p> <p>1.7 Reads simple texts, using a small repertoire of sight words and knowledge of basic sound/symbol relationships.</p>	<p>2.7 Reads texts using knowledge of basic conventions of print, a developing sight and oral vocabulary and a developing knowledge of structures of English.</p> <p>3.7 Reads and understands simple texts, cueing into basic text organisation and features of Strategies</p>
Student names			
What do they know? What can they do?	<p>1st Cluster</p> <ul style="list-style-type: none"> • Unable to identify words that rhyme. • Unable to identify words that start with the same initial sound 	<p>2nd cluster</p> <ul style="list-style-type: none"> ▶ Identifies rhyming words on some occasions. ▶ Identifies words that start with the same initial sound on some occasions. • Says the word when teacher models onset/rime, e.g. teacher says <i>mmmm/at</i>, child says <i>mat</i>. • Segments spoken multisyllabic words into syllables, e.g. <i>ba/na/na</i> when clapping. 	<p>3rd cluster</p> <ul style="list-style-type: none"> ▶ Consistently identifies words that rhyme. ▶ Consistently identifies words that start with the same initial sound. • Provides a word starting with a given sound. • Orally blends two and three sounds to make a word. • Segments words orally into onset and rime, e.g. <i>t-ent</i>. • Segments one-syllable words (up to three sounds) into separate sounds.
Clusters	4 th cluster <i>EAL/D Developing</i>	5 th cluster <i>EAL/D Consolidating</i>	6 th cluster <i>EAL/D Consolidating</i>
ESL Scales	<p>4.7 Interprets simple texts, recognising key words connecting ideas and the organisation of information in a text.</p> <p>5.7 Interprets texts, cueing into key organisational and language features.</p>	<p>6.7 Interprets complex language used for a range of purposes</p>	<p>7.7 Appraises texts, relating own response to analysis of language use and features..</p>
Student names			
What do they know? What can they do?	<p>4th cluster</p> <ul style="list-style-type: none"> ▶ Says the new word when asked to delete one phoneme (phoneme deletion). • Says the new word by adding a phoneme to an existing word (phoneme addition). 	<p>5th cluster</p> <ul style="list-style-type: none"> • Says the new word when one phoneme is substituted for another (phoneme substitution). 	<p>6th cluster</p> <p>Manipulates phonemes (add, delete and swap) to generate new words, e.g. swap the /p/ in spin with /k/.</p> <ul style="list-style-type: none"> ▶ Students apply their phonemic awareness when reading, writing, talking and listening

Literacy Continuum with ESL Scales and EAL/D Learning Progression