



# English as an Additional Language or Dialect Teacher Resource

EAL/D Student Work Learning Progression  
Foundation to Year 10



August 2012

[www.acara.edu.au](http://www.acara.edu.au)

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# Version History

Date	Comment
August 2011	<i>English as an Additional Language Teacher Resource</i> published comprising an overview of EAL/D learning, an EAL/D learning progression, advice for teachers of EAL/D students, a glossary, references and acknowledgments
September 2011	Revisions to contents page, minor editorial changes to learning progression and glossary, and inclusion of additional references
August 2012	<p><i>English as an Additional Language Teacher Resource</i> re-published and re-named as <i>English as an Additional Language Teacher Resource: Overview and EAL/D Learning Progression Foundation to Year 10</i></p> <p>Additional components of the <i>English as an Additional Language Teacher Resource</i> published including:</p> <ul style="list-style-type: none"> <li>- <i>Annotated Content Descriptions English Foundation to Year 10</i></li> <li>- <i>Annotated Content Descriptions Mathematics Foundation to Year 10</i></li> <li>- <i>Annotated Content Descriptions Science Foundation to Year 10</i></li> <li>- <i>Annotated Content Descriptions History Foundation to Year 10</i></li> <li>- <i>EAL/D Student Work Learning Progression Foundation to Year 10</i></li> </ul>

## About the resource

The *Shape of the Australian Curriculum* describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA developed the *English as an Additional Language or Dialect Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with students for whom English is an additional language or dialect (EAL/D).

The *English as an Additional Language or Dialect Teacher Resource Foundation to Year 10* is available as several related publications:

- *Overview and EAL/D Learning Progression Foundation to Year 10*
- *EAL/D Annotated Content Descriptions Foundation to Year 10* for each of English, Mathematics, Science and History
- *EAL/D Student Work Learning Progression Foundation to Year 10*.

Additional components of the resource will be published as the Australian Curriculum is developed. All publications are available at [www.acara.edu.au](http://www.acara.edu.au).

The resource has been developed to:

- advise teachers about areas of the curriculum that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- direct teachers to additional relevant and useful support for teaching EAL/D students.

Throughout the resource, English refers to Standard Australian English.

### EAL/D Student Work Learning Progression

This publication contains annotated examples of student work that illustrate characteristics of students at each stage of schooling for most phases on the EAL/D learning progression. The collection will be added to over time.

The examples of EAL/D student work are provided to assist classroom teachers to identify where their EAL/D students are broadly positioned on the progression of English language learning.

The characteristics of and age-related considerations for students in each stage of schooling at each of four phases of language learning — Beginning, Emerging, Developing and Consolidating English — are described in the *English as an Additional Language or Dialect Teacher Resource: Overview and EAL/D Learning Progression*.

# EAL/D Student Work

## Foundation to Year 2

### Introduction

The EAL/D learning progression describes English language learning typical of students learning English as an additional language or dialect (EAL/D). The annotated examples of student work illustrate characteristics of students at each phase on the EAL/D learning progression. The characteristics of and age-related considerations for students in Years F–2 are described in the *English as an Additional Language or Dialect Teacher Resource: Overview and EAL/D Learning Progression Foundation to Year 10*; available at [www.acara.edu.au](http://www.acara.edu.au). The phases include:

- Beginning English: Some print literacy in first language
- Beginning English: Limited literacy background (reading/viewing and writing)
- Emerging English
- Developing English
- Consolidating English.

Each example of student work comprises details of the relevant parts of the EAL/D learning progression; a summary of the task including any teacher scaffolding or support required; an indication of the English language learning background of the student/s at the time of completing the task; the student work or transcript of spoken work; and annotations that focus on the relationship between the student work and the EAL/D learning progression.

It is important to note that a judgment about where a student is located on the EAL/D learning progression generally will be based on a collection of evidence rather than a single piece of work and that ability in one language mode is not necessarily an indication of a student's skills in other language modes.

Additional student work across the phases and language modes will be included over time.

Stage	Phase	Language mode	Title of student work	Page
F to 2	Emerging	Listening, Speaking	Rosie's Walk	4

# EAL/D Student Work: Foundation to Year 2

## Emerging Listening, Speaking

### Rosie's Walk

#### Relevant parts of the EAL/D learning progression

When listening, students in the Emerging English phase (Foundation to Year 2):

- attend for short periods to simple stories and songs with visual scaffolds
- may show comprehension through action and gesture rather than words
- understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (eg 'Come to the mat'), and simple questions asking for personal information (eg 'What's your name?')
- use first language knowledge of the world to make interpretations of spoken texts and may use other first language speakers to confirm understanding, ask for clarification, translate, repeat or paraphrase – this is positive learning behaviour
- increasingly discriminate between sounds in English, including initial, medial and final sounds
- use intonation and stress on words to gain meaning from spoken English (eg hear approval or displeasure, or distinguish between a question and a command)
- require time to process information and respond.

When speaking, students in the Emerging English phase (Foundation to Year 2):

- participate in highly structured routine exchanges located in the immediate environment, using gesture, isolated words, formulaic language and well-rehearsed patterns to express needs and information
- initially watch and imitate some social and classroom activities
- use comprehensible pronunciation and attempt to approximate English stress and intonation
- move from using single words and telegraphic speech, and begin to repeat short, familiar phrases and simple language structures
- initially use spoken vocabulary focused on content words connected with immediate interests or needs, or vocabulary required to participate in classroom routines (eg finished)
- demonstrate a beginning understanding of word order in simple phrases and sentences
- use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences
- make use, when available, of first language speakers to provide words, clarification and translation
- distinguish between English and other languages and dialects (i.e. on hearing English, they attempt to respond in English).

# EAL/D Student Work: Foundation to Year 2

## Emerging Listening, Speaking

### Rosie's Walk

#### Summary of task

The student and the teacher are discussing different parts of the text *Rosie's Walk* with the aim of encouraging independent talk. This text is well known to the student. This familiarity with the text will enable them to make responses accompanied by relevant puppets. This work sample consists of a transcript of the scaffolding student/teacher response.

#### Background of student

The student is in his first year of school and speaks Yarrie Lingo, an Aboriginal creole, as his home language. The student only speaks English at school. The school's educational programs acknowledge the value of his home language in supporting the students' ability to learn and use English.

#### Annotations

The student is at the lower end of the Emerging English phase in speaking. He is communicative and attentive to the speaker, but he is still building the vocabulary to allow him to communicate his ideas effectively and the grammatical structures to allow his talk to be easily understood by the listener.

*Participates in highly structured routine exchanges located in the immediate environment, using gesture, puppets, and well-rehearsed patterns, attending for short periods to simple stories and songs with visual scaffolds.*

*Watches and imitates other students and the teacher.*

*Shows comprehension through action and gesture rather than words, for example the use of the puppet.*

*Requires time to process information and respond.*

*Uses comprehensible pronunciation, although with considerable first language interference, for example 'hab' (have), 'dis' (this).*

*Uses spoken vocabulary focused on content words connected with the book 'Rosie's Walk'.*

*Makes use of their first language and other first language speakers to provide words.*

*Shows some indicators from the beginning phase, and uses mostly telegraphic speech, for example 'me orse plea', and well-rehearsed language learned from song, for example 'past the mill', 'round the pond'.*



# EAL/D Student Work: Foundation to Year 2

## Emerging Listening, Speaking

### Rosie's Walk

#### Student work: Transcript of teacher and student dialogue

Name of student: Mathias		Teacher Transcribing: V	Date of recording/transcribing: 9 <sup>th</sup> Sep, 2010	NTCF <i>L1 &lt;</i> Speaking Level: <i>L1S</i>
Date of Birth: 11.04.04				
Setting and Task: Students have been learning a text, Rosie's Walk, with their classroom teacher this term. ILSS teacher has supported the text orally with songs and play. Students are learning the song and using puppets and resources, mapping her walk with talk. Some of the talk is based on retrieving phrases and sentences from memory, from the text, but ILSS teacher also encourages independent talk.				
Teacher Talk	Student response		Line	
	Verbal	Non-Verbal		
	Look, Rosie!	Holding up the puppet, anticipating some of the lesson	1	
Yeah we're going to do it, ready?			2	
Here's the pond and there's the fox	me		3	
There's the bee hive, there's the mill, ok, let's go			4	
Ready? Oops, ok, let's go, we're going to learn a song, you're going to be a sheep and you can be.....	Dis is ou (house?) and heya?		5	
Horse and duck	No, me orse plea, me orse...			
Let's go, 1 2 3 ready, Rosie, Rosie, where are you going? (x2)	Me orrrr		6	
Where is Rosie going, where is she going?		Playing along, with the puppet and a prop	7	
Yes, there she goes	Past da mill,	Keenly watching the other student and teacher with the props	8	
			9	

let's go, (teacher sings song again)			
Ready you go	Rosie, Rosie, where did....	Sings independently	18
Where are you going?	Where are you going?	Sings along with teacher	19
Where are you going Mr Duck? (to another student)		Listens to the other student	20
Oh, and what about you Mr Horse?	Sitting ummmm mulmul (grass)	Has the fox on a patch of grass	21
	this is it heya	Moves fox to the pond	22
Ohhh, the fox, what's the fox doing?	Eating f-rog		23
This one here, this one, what's this one? (holds up a beehive)		Keeps playing	24
What's this one Mathias, Mathias?	Beehive, under the beehive		25
Who's going under the beehive?		Making the fox go under the beehive	26
The fox is going under the beehive	An Rosie		27
Splash, splash, splash...where are you going Rosie? I'm going to go under the beehive		Playing away from the group with the fox and a puppet	28
(Whispering) what's he doing? What's that fox doing?	Eating...da _____ (unintelligible)	Making the fox and the horse chase each other	29
What's he doing?	Umm, he dis, hmmm, hmmm	Brings the horse to the water to drink	30
Rosie, Rosie, where are you going? X2	Me go Darwin		31
Where are you going Mr Horse?	Darwin		32
Darwin, you going to Darwin? What are you going to do there?	lolly		33
	Bye bye, visiting house	Takes the puppets over to a pretend house	34
Where?	Dis is my house		35
Ohhh,	Look, look		36
Oh you've got the sheep	Farmer, farmer, farmer	Points to each puppet	37
Farm animals			38
			39
			40
Additional Comments: Engagement with activity : (High/Medium/Low) Voice: (Loud/Normal/Low/Barely audible) SAE pronunciation : (Good/Mostly OK but difficulty with specific sounds e.g. fricatives)			

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

# EAL/D Student Work

## Years 3 to 6

### Introduction

The EAL/D learning progression describes English language learning typical of students learning English as an additional language or dialect (EAL/D). The annotated examples of student work illustrate characteristics of students at each phase on the EAL/D learning progression. The characteristics of and age-related considerations for students in Years 3–6 are found in the *English as an Additional language or Dialect Teacher Resource: Overview and EAL/D Learning Progression Foundation to Year 10*; available at [www.acara.edu.au](http://www.acara.edu.au). The phases include:

- Beginning English: Some print literacy in first language
- Beginning English: Limited literacy background (reading/viewing and writing)
- Emerging English
- Developing English
- Consolidating English.

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It is important to note that a judgment about where a student is located on the EAL/D learning progression generally will be based on a collection of evidence rather than a single piece of work and that ability in one communication mode is not necessarily an indication of a student's skills in other communication modes

Additional student work across the phases and language modes will be included over time.

Stage	Phase	Language mode	Title of work sample	Page no.
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3 to 6	Emerging	Writing	The Three Little Pigs (Sample 1)	14
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3 to 6	Developing	Speaking	Croc Wise	19
3 to 6	Developing	Writing	The Three Little Pigs (Sample 2)	23
3 to 6	Consolidating	Writing	My Place (Sample 2)	26

# EAL/D Student Work: Years 3 to 6

## Emerging Speaking, Listening

### The Postman

#### Relevant parts of the EAL/D learning progression

When listening, students in the Emerging English phase (Years 3 to 6):

- follow simple instructions or directions where the context is obvious and recognise familiar words in spoken texts
- demonstrate understanding of short spoken texts, especially those containing known words and phrases, and respond appropriately to familiar formulaic utterances (eg 'Time to pack up now')
- engage in face-to-face interactions, responding to key words and phrases
- demonstrate appropriate listening behaviours such as paying attention and looking at the speaker
- participate in group learning activities such as games, rhymes and songs, joining in appropriately
- respond to social cues
- interpret intonation and stress

When speaking, students in the Emerging English phase (Years 3 – 6):

- seek clarification and visual scaffold to extend their understanding of oral texts
- use formulas, well-rehearsed and common sentence patterns, and short, simple telegraphic utterances to make basic requests, express basic needs and to contribute some relatively complex ideas, usually about concrete subject matter
- use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences
- use vocabulary that is mainly every day, but begin to use some technical vocabulary when talking about topics more technically (eg animals, weather)
- use utterances with varying degrees of grammatical accuracy
- demonstrate limited control of primary tenses (past, present, future), simple linking conjunctions ('and', 'but') and a small range of pronouns
- use comprehensible pronunciation and attempt to approximate English stress and intonation
- rely on an attentive interlocutor who is prepared to fill in gaps and predict meaning
- make use, when available, of first language speakers to provide words, clarification and translation
- imitate oral language conventions, such as taking turns and speaking at a volume suited to the situation.

## The Postman

### Summary of task

This task involves two students with the teacher discussing the text *'The Postman'* to encourage independent discussion skills. The teacher is directing the students to closely examine the visual components of the text. The students are also asked to make personal reflections on experiences in the text. The following annotations refer to both students.

### Background of students

The two students speak the Aboriginal language Walpiri as their first language. They had both been enrolled in school for three years when this task was completed and only speak English while at school.

### The Postman

#### Student work: Transcript of teacher and students' discussion

Teacher: Ok now boys, so the book was The Postman. Did you like the book?

**Riley:** Yeah.

Teacher: What was your favourite part of the book?

**Riley:** Er ... Um... the ... the cat and the cars.

Teacher: The cat and the cars. What did he do with the cat and the cars?

**Riley:** Don't like them.

Teacher: Yeah. What about you Dan, what was your favourite part?

**Dan:** Um... the... bike and the storm.

Teacher: Oh yeah. So what were some of the things that Patch did not like?

**Dan:** Um, Storm.

Teacher: Storm. What else Dan?

**Dan:** Um ... the ... the kids riding bikes.

Teacher: Yeah, the kids riding bikes. Why doesn't he like that?

**Dan:** Because ...

**Dan:** They might teasing him.

**Riley:** They might... they might tease him. So... Them kids might make him run all day.

**Dan:** He like the postman.

**Riley:** Because he kind.

Teacher: And how do you know he's kind?

**Dan:** He's good dog.

**Riley:** He give the (inaudible – envelope?) out. He gives the (inaudible – mail?) out.

Teacher: What does he give out?

**Riley:** Mail.

Teacher: What's he doing in the picture?

**Dan:** Is holding ... is shaking hands and is hold his head.

Teacher: Yeah, he's giving him a nice pat on the head. He thinks all these others are being mean to him. What's happening here? What's happening in this picture?

**Dan:** Having a bath.

Teacher: Yeah, he's having a bath. He doesn't like that, does he?

**Riley:** Yeah.

Teacher: How do you know he's unhappy?

**Dan:** Because ...

**Riley:** Is sad.

**Dan:** Is sad.

Teacher: How do you know he's sad?

**Dan:** He don't want it.

Teacher: Yeah, look how he's looking...a big frown on his mouth. Why do you think he doesn't like the storm?

**Dan:** Lightning

Teacher: Yeah, maybe he doesn't like that. Maybe he doesn't like the water. Getting wet. Because he doesn't like taking baths. You guys have got dogs. Do you ever give them baths? Do you give them a wash?

(Both nod)

Teacher: Do they like it?

**Riley:** No

Teacher: What about storms? Do you dogs get frightened in storms?

**Dan:** Yeah.

Teacher: What do they do in storms?

**Riley:** They run inside the house.

Teacher: Yeah. They try and hide? They don't like noise?

**Riley:** Yeah.

Teacher: Have you ever seen a dog with a cat?

**Riley:** Yeah.

**Dan:** No.

Teacher: What's he trying to do there?

**Dan:** Trying to chase him.

**Riley:** They try and chase the cat.

Teacher: And what's he going to do with the car?

**Dan:** The car... is trying to chasing the car.

Teacher: Yeah, he is. Do they do that in ....(names the community where the boys live)?

**Dan:** No.

**Riley:** Yeah Yeah.

**Dan:** Sometimes.

**Riley:** The wheels.

Teacher: The wheels.

**Dan:** On the bus. On the school bus.

Teacher: Yeah, when I drive it I'm worried I'm going to run them over. Alright, good boys. Thanks for that

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

## The Postman

### Annotations

The students are able to participate effectively in the activity. They both rely heavily on visual cues and a sympathetic and attentive listener to communicate their messages.

*Makes short, simple telegraphic utterances to communicate ideas and to contribute some relatively complex ideas about concrete subject matter from the book prompt, for example 'is sad', 'because he kind'.*

*Uses speaking behaviours from first language or dialect to communicate, for example 'them kids'.*

*Predicts meaning of some unfamiliar texts by using their first language culture and personal experiences, for example linking the chasing dog in the story to chasing dogs in his community.*

*Uses vocabulary that is mainly every day, for example 'cats', 'cars', 'wheels' but begins to use some technical vocabulary when talking about topics more technically, for example 'tease', 'mail'.*

*Demonstrates limited control of primary tenses (past, present, future), for example when asked a question in the past tense he answers in the present 'Don't like them'.*

*Uses simple sentences and limited or no linking conjunctions ('and', 'but').*

*Uses a small range of pronouns, for example 'they', 'he', 'but'. These are occasionally missing, for example 'is kind'.*

*Relies on an attentive interlocutor who is prepared to fill in gaps and predict meaning, for example:*

*Teacher: Storm. What else Dan?*

***Dan:** Um ... the ... the kids riding bikes.*

*Teacher: Yeah, the kids riding bikes. Why doesn't he like that?*

*Engages in face-to-face speaking interactions, responding to key words and phrases, for example:*

*Teacher: What's he trying to do there?*

***Dan:** Trying to chase him.*

***Riley:** They try and chase the cat.*

*Seeks clarification and uses visuals to extend their understanding of oral texts:*

*Teacher: Yeah, maybe they do. What's he growling out at in that picture?*

***Riley:** Um, Birds.*

*Teacher: Birds. Good one.*

### My Place (Sample 1)

#### Relevant parts of the EAL/D learning progression

When writing, students in the Emerging English phase (Years 3 to 6):

- write simple sequenced texts (with explicit instruction) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions
- engage in joint shared writing, both as observers and participants, offering some ideas and options
- follow text models for text structure and some language patterns such as ‘a long time ago...’
- tend to use spoken-like sentence structures based on simple repetitive patterns such as ‘I play...’ ‘I go to lunch...’ ‘I go home...’ and may use drawings and diagrams to scaffold their communication
- use mainly familiar vocabulary, including articles (‘a’, ‘the’), a narrow range of prepositions (‘on’, ‘in’) common conjunctions (‘and’) and a narrow range of adverbs (‘very’)
- use grammatical features that are variable and can include run on sentences, varying levels of subject-verb agreement, tense consistency and phrases of time and place
- increasingly use standard English spelling patterns and demonstrate knowledge of some sound-letter relationships and common sight words
- use basic punctuation to separate ideas, for example full stops, question marks, capital letters.

#### Summary of task

After reading the text *My Place* by Nadia Wheatley, students were asked to draw a picture of ‘their place’ using a similar style in the text. They were provided with coloured squares of paper to write a description of different aspects of ‘their place’. The students were asked to use these coloured squares as paragraph organisers when they publish their work using a computer.

#### Background of student

The student has been in Australian schools for two years and has some print literacy in the first language as he attended school before arriving in Australia. The student attended an Intensive English class for one year on arrival in Australia. Limited English is spoken at home with the main language being Mandarin.



# EAL/D Student Work: Years 3 to 6

## Emerging – Writing

### My Place (Sample 1)

#### Student work




2010 My place

My name is [redacted] and this is my place. I'm 9 and 'm nearly 10 this year. I'm so excited of this year 10<sup>th</sup> birthday. My birthday is on September 19<sup>th</sup>.

I live with my mum Kate, my dad Jimmy, Grandpa, Grandma and little sister Linda she is in China. My mum sometimes cooks but not always and my dad take the job. I and my sister and grandparents wait for our yummy food and sometimes my grandma cooks.

I have 5 puppies in china. They are all 4 years old. They are called Brownie, Daisy, Lily, Roesy and the mum. I play them in the afternoon.

The environment is we have a big tree, big w, BBQ, Canal. I love sitting under the tree when it is a hot day.



#### Annotations

The work illustrates that the student is moving out of the Emerging English writing phase, attempting to personalise writing through language choices.

*Writes simple sequenced text about a topic of personal interests.*

*Follows use of text models and uses some language patterns, for example 'My name is...'*

*Uses a narrow range of prepositions, for example 'on September 19<sup>th</sup>', however more complex prepositions are incorrect, for example 'I'm so excited of this year'.*

*Tends to use spoken like sentence structures, for example 'our yummy food'.*

*Uses basic punctuation but not always correctly, for example 'big w', 'My Little sister Linda she is in China'.*

*Displays varying control over subject-verb agreement, for example 'my dad take the job'.*

*Uses only present tense.*

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.



### The Three Little Pigs (Sample 1)

#### Relevant parts of the EAL/D learning progression

When writing, students in the Emerging English phase (Years 3 to 6):

- write simple sequenced texts (with explicit instruction) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions
- engage in joint shared writing, both as observers and participants, offering some ideas and options
- follow text models for text structure and some language patterns
- tend to use speech-like sentence structures based on simple repetitive patterns (eg 'I play ...', 'I go to lunch ...', 'I go home ...'), and may use drawings and diagrams to scaffold their communication
- use mainly familiar vocabulary, including articles ('a', 'the'), a narrow range of prepositions ('on', 'in'), common conjunctions ('and') and a narrow range of adverbs ('very')
- use grammatical features that are variable and can include run-on sentences, varying levels of subject–verb agreement, tense consistency and phrases of time and place
- increasingly use standard English spelling patterns and demonstrate knowledge of some sound–letter relationships and common sight words
- use basic punctuation to separate ideas (eg 'full stops', 'question marks', 'capital letters')
- continue to use formulaic expressions when writing.

#### Summary of task

This was a well-scaffolded task. Students were asked to:

- cut and paste pictures of *The Three Little Pigs* in correct sequence to re tell a familiar text
- write a descriptive story titled *The Wolf Ran Home* based on *The Three Little Pigs* text
- consider the appropriate audience for their story.

### The Three Little Pigs (Sample 1)

Students engaged in a number of activities before completing these tasks. They:

- discussed prior knowledge of fairy tales and characters, and listened to the story The Three Little Pigs
- re-read the story using large copy of text, focusing on punctuation and paragraphs by using sounds and signs to represent specific punctuation
- conducted a readers' theatre using multiple copies of text
- students edited their work then shared it with the group.

#### Background of student

The student has been in Australian schools for less than two years and has limited print literacy in her first language. She attended an intensive language class for one term on arrival in Australia.

### The Three Little Pigs (Sample 1)

#### Student work

When the <sup>poor</sup> wolf ran home <sup>to</sup> He saw  
 a giant lake, so he jump down  
 the giant lake and "A!" he cream.

Then the three tiny pigs came pass  
~~and~~ to pick some <sup>red</sup> apples for their  
 lunch. Then they <sup>saw</sup> the <sup>poor</sup> wolf, they not  
 skared any more. So they help the  
 poor wolf went out the giant lake. "Thank you,  
 I promise I will not eat you!" <sup>and</sup> the wolf said.

So the <sup>happy</sup> wolf and three tiny pigs live happily  
 ever after.

#### Annotations

The student relies primarily on his oral language knowledge in the construction of written texts, but is beginning to expand with the use of appropriate adjectives, direct speech and mostly standard spelling of simple vocabulary.

*Shows development of a simple narrative.*

*Uses formulaic expressions, for example 'live happily ever after'.*

*Uses simple punctuation correctly.*

*Uses prepositions incorrectly or omits them, for example 'he jump down the giant lake', 'they help the poor wolf ...out the giant lake'.*

*Uses a limited range of conjunctions, for example 'so' and 'then'.*

*Uses pronoun references accurately, for example 'the wolf...he', 'the pigs...they...their'.*

*Uses time sequencing appropriately, for example 'when the wolf ran home', 'then', 'so'.*

*Uses mostly correct subject/verb agreement.*

*Demonstrates inconsistent construction of tense.*

*Uses Irregular verbs accurately, for example 'saw' and 'came' but most of the regular verbs (which required an unstressed 'ed' at the end) are incorrectly formed, for example 'he jump', 'he [s]cream', 'they help', 'they live'.*

*Omits simple auxiliary verbs, for example 'they not scared'.*

*Shows understanding of the construction of noun group/ phrases to make writing more descriptive, for example the addition of red to 'red apples', and poor to 'poor wolf'.*

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### Dogs are the best pet

#### Relevant parts of the EAL/D learning progression

When writing, students in the Emerging English phase (Years 3 to 6):

- write simple sequenced texts( with explicit instructions) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions
- engage in joint shared writing, both as observers and participants, offering some ideas and options
- follow text models for text structure and some language patterns, for example ‘a long time ago’
- tends to use speech-like sentence structures based on simple repetitive patterns (eg ‘I play...’, ‘I go to lunch...’, ‘I go home...’), and may use drawings and diagrams to scaffold their communication
- use mainly familiar vocabulary, including articles (‘a’, ‘the’), a narrow range of prepositions (‘on’, ‘in,’), common conjunctions (‘and’) and a narrow range of adverbs (‘very’)
- use grammatical features that are variable and can include run-on sentences, varying levels of subject-verb agreement, tense consistency and phrases of time and place
- increasingly use standard English spelling patterns and demonstrate knowledge of some sound-letter relationships and common sight words
- use basic punctuation to separate ideas (eg ‘full stops’, ‘question marks’, ‘capital letters’)

#### Summary of task

Students had been learning how to write persuasive texts with a specific focus on the purpose, structure and some of the language features useful for persuasive texts. They looked at examples of persuasive texts and how the arguments were developed and then planned and wrote a jointly constructed text. Students in the class practised planning and writing their own persuasive texts on a variety of topics.

This piece of writing was completed in one hour in class time. Students were reminded how to plan and structure a persuasive text and the sort of language to use. They were encouraged to use environment print in the classroom but were not given additional help to spell words.

### Dogs are the best pet

#### Background of student

This is a Year 4 student who has been in an Australian school for three years. The student was in an intensive language class for the first six months and now is in a mainstream class. The student had limited schooling before coming to Australia.

#### Student work

Dogs are the best pet.

Plan

- Dogs are best.
- Could smell anything.
- Bark at strangers.

Orientation

Dogs make the best pet.

Do you want a really strong and brave pet? Then get some dogs.  
Dogs make the best pet.

Details

Reason 1: Dogs make you keep safe. Because when there's a stranger the dogs will bark. When you wake up you could ring Polices.

Reason 2: Dogs could smell anything. When your kid lost his toy, the dog could find it with his nose.

Strong Statement

So for these reason I believe that Dogs are the best pet. So jump on the internet, find the best pet shop and buy a dog today!!!

#### Annotations

The work shows progression at the end of the Emerging English writing phase when writing tasks are well supported by the teacher. It shows good control over a limited range of vocabulary and grammatical structures. The text is not expanded much beyond the scaffolds provided by the teacher although the final sentence is more complex.

*Follows text models provided by the teacher for text structure, for example 'orientation', 'details', 'strong statement', and some language patterns, for example 'so for these reason.'*

*Tends to use speech-like sentence structures, for example 'when your kid lost his toy'.*

*Uses mainly familiar vocabulary.*

*Uses a narrow range of conjunctions, for example 'when', 'because'.*

*Uses a narrow range of adjectives, for example 'best', 'strong', 'brave'.*

*Uses full stops and question marks to separate ideas.*

*Controls simple tenses, but makes errors with more complex sentences, for example 'When your kid lost his toy the dog could find it with his nose'.*

*Spells most words correctly.*

*Uses mostly accurate subject-verb agreement.*

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

### Croc Wise

#### Relevant parts of the EAL/D learning progression

When speaking, students in the Developing English phase (Years 3 to 6):

- initiate and participate in casual exchanges with English-speaking peers, and contribute information and express ideas in group tasks and classroom discussions using politeness conventions
- recount news (giving details involving where, when, who and what in a time sequence) and can give a short prepared talk on a familiar topic
- use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum
- begin to use some colloquial language
- use basic English features including intonation, and combine and manipulate learned speech patterns, although errors are still apparent, for example 'I don't know where is it'
- identify and describe people, places and things using simple vocabulary, and use basic time markers, common prepositions, some common contractions and simple negative forms
- choose linking conjunctions (eg 'and', 'then', 'but', 'or', 'so') to form compound sentences and a small range of conjunctions (eg 'because', 'when', 'before', 'after') to form complex sentences
- use pronunciation that increasingly approximates the English they hear around them, discarding first language features in their pronunciation
- speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order
- use Standard Australian English dictionaries
- rehearse oral productions.

#### Summary of task

The student was provided with a visual stimulus called 'Croc Wise' which was well known to the student. This stimulus is a cautionary poster on safe practices that need to be adopted in the local environment. He was asked to tell a story using this stimulus, calling on his cultural knowledge and experience. The teacher prompts the students' oral responses through the use of open questions. The transcript of the discussion comprises the work sample.

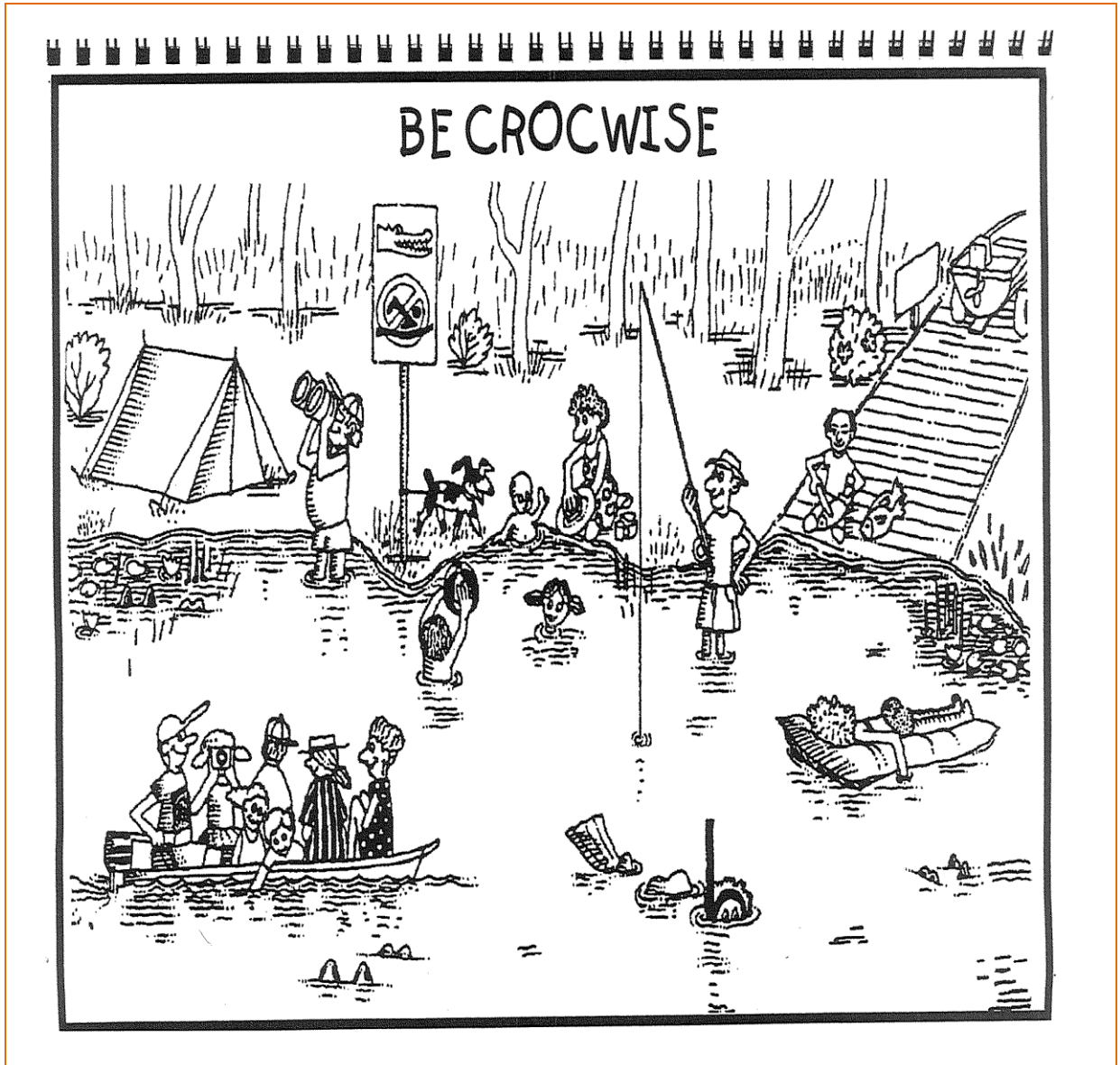
#### Background of student

The student speaks the Aboriginal and Torres Strait Island language Iwaidja, as his first language and also speaks some Kriol. The student has attended school for 5 years and only speaks English at school. The student is confident in drawing upon his background to participate in discussion with his teachers.



## Croc Wise

### Student work: Visual stimulus



# EAL/D Student Work: Years 3 to 6

## Developing Speaking

### Croc Wise

#### Student work: Transcript of discussion between student and teacher

<p>T: Hello (student's name)</p> <p>S: Hi (teacher's name)</p> <p>T: Student, can you please tell me what is happening in the picture?</p> <p>S: Um, coz, they are swimming with a croc coming to bite. Croc hungry for people. And the mother say "Hey come out udda (of the) water, I saw the croc!" And da, and da cross (croc) was....(pause / thinking)... coming fast with his tail. He was going for- he was hungry for them kids and has, half kids was going to boat and half was going with fishing with um der (their) fadders (fathers) and half was sleeping like, ah, slippin getting you know, like busy. And da, they was slippin busy but da (the) croc libbed (lived) in dere (there) they were scared. And croc was wake up and he's smack [smacked hands together] to the people.</p> <p>T: Oh dear</p> <p>S: One gone. And they say "where da (the) bloke gone?" and they saw him and he's floating.</p> <p>T: Oh</p> <p>S: "See that's how," he said. And the grandfather get the gun, trying to shoot dat (that) croc.</p> <p>T: Mm k</p> <p>S: But the croc eat the man and he's get down and just go, to the nesss (nests) and that's not good, with, that's not good when dey (they) say "kids outa da wata (water)- croc...s! It's the one snap,(arm gestures!) it might bite you". And croc is more, is more hungry to wanna chase kids. Like eben (even) snake.</p> <p>T: The croc is going to eat a snake?</p> <p>S: Na I'm just saying like, even snake. But, I tink (think)... croc have 66 teet (teeth).</p> <p>T: Well done, yeah, you're right.</p> <p>S: And, habing (having), is habing (pause...thinking/'having'), not good brain. He having no good brain. Like even. But dolphin have good brain.</p> <p>T: Oh, why do they have a good brain?</p> <p>S: Coz he a lobly (lovely) dolphin. Coz he's a nice dolphin. I like that...dolphin.</p> <p>T: Are there dolphins here?</p> <p>S: Yeah.</p> <p>T: On Croker Island? You've seen a dolphin?</p> <p>S: Yeah I seen him on der, (turns to look out of the window) when, on holiday, when dat, I was sleeping on dat, I was sleeping on oustation (outstation) and I saw was dolphin was der</p>	<p>T: Ok</p> <p>S: and was fighting the fish and he trying to catch da (the) fish for us</p> <p>T: Ok</p> <p>S: And was fighting the fish and he trying to catch da (the) fish for us</p> <p>T: Ah</p> <p>S: Yeah</p> <p>T: Do you eat dolphin?</p> <p>S: Na! Only da, we can eat shark, crocodile-tail, we can eat, crocodile tail [draws tail in air with his fingers] and what else? And, fish, you know...stingray, but stringray more...deadly, stingray (counting on his fingers).</p> <p>T: Yeah, yeah, ah...turtle?</p> <p>S: Yeah, turtle we can eat</p> <p>T: Dugong?</p> <p>S: Dugong- dugong is SOOOO SWEET! (smiles and shakes head for effect)</p> <p>T: Is it?</p> <p>S: Yeah, it's nice.</p> <p>T: I have never had dugong. Maybe one time I'll try it.</p> <p>S: And, ah, sea snakes-</p> <p>T: Ok.</p> <p>S: We can eat</p> <p>T: Are they hard to catch?</p> <p>S: Yeah</p> <p>T: Ok</p> <p>T: Do you use a spear or a line or...?</p> <p>S: We can use the rope, we can make trap for dem (them)-</p> <p>T: Oh</p> <p>S: Where day (they) go, but when dey (they) down on the beach a long, long time the old people dey (they) went chase tha (the) croc and croc went in the net and do say or (oh) it's yummy, yummy, yummy, I like eating, I like eating dis (this) ting (thing) sea snake, is (it's) nice. Dey (they) just get it and dey (they) just cook it, its "time to eat", dey (they) said</p> <p>T: Why don't you eat dolphin</p> <p>S: Coz it's good when we heat it and eat dat mean is (its) not gonna help us again</p> <p>T: Ok, so the dolphin helps you?</p> <p>S: Yeah, coz, dolphin is more better than croc</p> <p>T: Yeah</p> <p>S: And shark</p> <p>T: Yeah, alright, thank you</p>
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**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.



## Croc Wise

### Annotations

The student is at the lower end of the Developing English phase in speaking. He is communicative and attentive to the speaker, but he is still building the vocabulary to allow him to communicate his ideas effectively and the grammatical structures to allow his talk to be easily understood by the listener.

*Contributes information and expresses ideas, for example 'But, I tink croc have 66 teet' (teeth) And habing (having), not good brain. He having no good brain. Like even. But dolphin have good brain.'*

*Gives details involving where, when, who and what in a time sequence, for example they are swimming with a croc coming to bite. Croc hungry for people. And the mother say "Hey come out udda (of the) water, I saw the croc!" And da, and da cross (croc) was....(pause / thinking)... coming fast with his tail.*

*Uses an expanding range of common, everyday vocabulary with confidence, for example 'down on the beach', 'the old people'.*

*Uses a very limited range of technical vocabulary, for example 'but stringray' 'more...deadly'.*

*Manipulates learned speech patterns, although errors are still apparent, for example 'Coz he a lobly (lovely) dolphin. Coz he's a nice dolphin'.*

*Speaks with fluency, although efforts to find appropriate vocabulary and structures can cause some difficulty for the listener.*

*The student is still in the very early developing phase of using linking conjunctions, for example 'and', 'then', 'but', 'or', 'so', and does not consistently form coherent compound or complex sentences, for example 'I like eating dis (this) ting (thing) sea snake, is (it's) nice'.*

*Makes numerous consistent and persistent grammatical errors, for example subject –verb agreement 'the grandfather get the gun', and many tense errors as he tries to tell complex stories, for example 'where day (they) go, but when dey (they) down on the beach a long, long time the old people dey (they) went chase tha (the) croc and croc went in the net and do say or (oh) it's yummy, yummy, yummy'.*

*Uses a number of pronunciation features from his first language and/ or dialect, for example 'hab' (have), 'da' (the), 'tink' (think).*

*Demonstrates engagement with the task through body language and appears comfortable answering teacher's questions.*

### The Three Little Pigs (Sample 2)

#### Relevant parts of the EAL/D learning progression

When writing, students in the Developing English phase (Years 3 to 6):

- plan and write conventional texts, including informative texts and imaginative texts, sequencing information for specific types of texts, such as information reports
- present information appropriately (eg 'diagram', 'graph')
- show understanding of the structure and function of paragraphs, including topic sentences
- use a number of common conjunctions and relative pronouns to combine simple sentences into compound and complex sentences
- use pronoun reference with noun/pronoun agreement (eg 'Mary ... she ... her')
- use appropriate time sequencing (eg 'first', 'next', 'finally')
- use subject–verb agreement with some accuracy
- use present and past tense verb groups/phrases, although they may overgeneralise past tense endings (eg 'drinked', 'buyed')
- use an expanding vocabulary, including subject-specific vocabulary, and select suitable words to enhance descriptions (eg 'huge' instead of 'big')
- edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms
- continue to use their first language and previous learning experiences as they develop an understanding of the differences in some types of texts and linguistic features between first language and English in order to construct texts
- participate in shared writing, brainstorming and conferencing as pre and post-writing activities
- engage in planning and writing, accessing vocabulary and spelling knowledge to edit their own work.

## The Three Little Pigs (Sample 2)

### Summary of task

This was a well-scaffolded task. Students were asked to:

- cut and paste pictures of *The Three Little Pigs* in correct sequence
- write a descriptive piece based on *The Wolf Ran Home*. Students edited their work then shared it with the group.

Students engaged in a number of activities before completing these tasks, they:

- discussed prior knowledge of fairy tales and characters, and listened to the story *The Three Little Pigs*
- discussed appropriate audience
- re-read the story using large copy of text, focusing on punctuation and paragraphs by using sounds and signs to represent specific punctuation
- conducted a readers' theatre using multiple copies of text
- edited their work then shared it with the group.

### Background of student

This is a Year 3 student who has been in Australian schools for three and a half years. The student was involved in an intensive English class for one term when beginning school. English and his first language are spoken at home.

### The Three Little Pigs (Sample 2)

#### Student work

The wolf ran home his home was deep in the forest. The wolf saw a lake he quickly jumped into the lake "Ouch" said the mean wolf then he jumped out of the lake. The lake had a enormous crocodile. So he had to run home with a teeth marked bottom. when he could see his house in the distant he yelled get me a bandaid shouted the mean bad wolf's wife was asleep. so the mean bad wolf had to get the bandaid hisself. So he ran home to get the bandaid before longer the mean bad wolf saw his wife at the door with a frying pan. his wife said wear are the small pigs said miss wolf most wolf said my bottom got burnt and my bottom got bitten by crocodile. Miss wolf smacked mt wolf with the frying pan she was holding. "Ouch" said the mean bad wolf

#### Annotations

This text is situated early in the Developing English writing phase showing an ability to work with text structures, although with some indicators still in the Emerging phase, with particularly variable grammatical structures.

*Presents information appropriately for narrative, including attempting to include direct speech.*

*Uses common conjunctions, although these are limited and repeated, for example 'so he had to run...'*

*Uses pronoun referencing usually correctly, for example 'wolf', 'he', 'him', and an attempt at more difficult pronouns, for example 'hisself'.*

*Uses accurate subject/verb agreement.*

*Demonstrates accurate and consistent use of simple tenses.*

*Makes an effort to use vocabulary to enhance description, for example 'enormous crocodile teeth marked bottom'.*

*Edits with growing success, for example 'self-correction of miss Wolf to Miss Wolf'.*

*Uses simple sentences, although they are not always accurately punctuated.*

*Organises ideas appropriately but there is no evidence of paragraphing.*

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

# EAL/D Student Work: Years 3 to 6

## Consolidating Writing

### My Place (Sample 2)

#### Relevant parts of the EAL/D learning progression

When writing, students in the Consolidating English phase (Years 3 to 6):

- use text models to assist with text structure and sources to provide essential content information
- plan their writing with particular audiences in mind
- use some formulaic expressions (eg 'I will now discuss ...') and employ structural features such as headings and subheadings
- are beginning to use phrases of time at the beginning of sentences to foreground particular elements of the text (eg 'At the beginning of the year ...'), and use the passive voice as part of science reporting (eg 'The leaf was put in the sun ...', rather than 'We put the leaf in the sun ...')
- demonstrate control over grammatical features such as tenses, different types of verbs, phrases of time and place, compound and complex sentences, and pronoun reference
- demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas, and are beginning to understand how vocabulary choice is linked to the tenor of the texts (eg 'abdomen', 'stomach', 'belly')
- employ a range of modal elements and a small range of evaluative vocabulary in evaluative texts, and are becoming aware of the cultural sensitivities associated with certain words (eg 'a fat man')
- edit for accuracy of content, text structure, spelling and grammatical correctness.

#### Summary of task

After reading the text *My Place* by Nadia Wheatley, students were asked to draw a picture of 'their place' using a style similar to that in the text. They were provided with coloured squares of paper to write a description of different aspects of 'their place'. Students were then asked to use these coloured squares as paragraph organisers when publishing their work using a computer.



# EAL/D Student Work: Years 3 to 6

## Consolidating Writing

### My Place (Sample 2)

#### Background of student

The student has been in Australian schools for more than three years, attending an Intensive English class for one year. The student attended school before arriving in Australia. Both Punjabi and limited English were spoken at home before coming to Australia.

#### Student work

My name is Raj and this is My Place. My culture is Hindu. I have a sister Kiran, Mum Raana and a dad Sanjay. Am also half Indian and Australian. School is not as far away as you may think is. Most of my relatives are in India

This is My Place and I love going to the Big Tree with my friends to make a plan for torturing enemies and busting bullies. We have our own secret hideout. We are called SAD (special Agency Department) disposing HAPPY (Harassing Act of Private Prisoners Yard) off. I am leader of SAD and Brown Bills is the leader of HAPPY who the biggest bully in town. We got the skate board ramp.

We celebrated my ninth B Day and I got a Nintendo DS, Mario Special Limited Edition. I got a free game with the DS lite called New Super Mario Bros.

I play with Riddles, my pet hamster. He is very energetic and clever. He can do tricks and stunts. He is cheeky and all the time tries to play with me. He has a routine of physical exercise, activities and having a bath.

#### Annotations

The student is moving out of the Consolidating English writing phase and is able to use language in an innovative way and draw upon cultural knowledge and literary devices to appeal to the audience.

*Edits for accuracy, however he makes some errors with pronouns and/ or capital letters.*

*Plans writing with particular audience in mind, for example 'use of second person'.*

*Uses topic sentences and stays on topic.*

*Demonstrates a growing vocabulary, however when tackling challenging vocabulary, the student sometimes makes errors, for example 'disposing HAPPY' not 'disposing of HAPPY'.*

*Becoming aware of cultural sensitivities and issues, for example use of 'biggest bully in town'.*

*Demonstrates control over grammatical features, for example expanded noun group /phrase 'my pet hamster'.*

*Uses some formulaic expressions, for example 'we celebrated', however this is not consistent, for example 'as you may think so'.*

*Explains structural features, for example the use of text boxes and matching images to define sections of text.*

*Demonstrates creativity and the capacity to experiment with language features through the creation of acronymic names.*

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

# EAL/D Student Work

## Years 7 to 10

### Introduction

The EAL/D learning progression describes English language learning typical of students learning English as an additional language or dialect (EAL/D). The annotated examples of student work illustrate characteristics of students at each phase on the EAL/D learning progression. The characteristics of and age-related considerations for students in Years 7–10 are found in the *English as an Additional Language or Dialect Teacher Resource: Overview and EAL/D Learning Progression Foundation to Year 10*; available at [www.acara.edu.au](http://www.acara.edu.au). The phases include:

- Beginning English: Some print literacy first language
- Beginning English: Limited literacy background
- Emerging English
- Developing English
- Consolidating English.

Each example of student work comprises details of the relevant parts of the EAL/D learning progression; a summary of the task including any teacher scaffolding or support required; an indication of the English language learning background of the student/s at the time of completing the task; the student work or transcript of spoken work; and annotations that focus on the relationship between the student work and the EAL/D learning progression.

It is important to note that a judgment about where a student is located on the EAL/D learning progression generally will be based on a collection of evidence rather than a single piece of work and that ability in one communication mode is not necessarily an indication of a student's skills in other communication modes.

Additional student work across the phases and language modes will be included over time.

Stage	Phase	Language mode	Title of student work	Page
7 to 10	Beginning	Writing	On the Roof	29
7 to 10	Developing	Writing	Airplanes	31
7 to 10	Consolidating	Writing	Volcanoes	33
7 to 10	Consolidating	Writing	Loar the Explorer	35

### On the Roof

#### Relevant parts of the EAL/D learning progression

When writing, students in the Beginning English phase (Years 7 to 10):

- may communicate ideas through drawings, symbols and early writing attempts, and produce and copy symbols, letters, words, labels, lists and sentences
- sequence simple sentences, for example 'My name is ...', 'I come from ...', 'I live in ...'
- work with literal language, drawing vocabulary from concrete classroom experiences
- show evidence of direct translation from first language in sentence structure
- copy writing from the board
- use letter formation and punctuation that show influence of first language
- vocabulary is limited to that learnt in class
- rework drafts in response to teacher suggestions and use basic word processing features to write and present texts
- use bilingual clarification from a variety of sources.

#### Summary of task

Having practised descriptions of scenes in class, students were asked to describe a visual text using the structures learnt in class. The text was a city scene and it showed various characters acting out daily activities. This was a highly modelled and supported task.

#### Background of student

The student is newly arrived in Australia, with first language print literacy but no previous experience with learning English. The student attends intensive English classes for EAL/D students each morning.



### On the Roof

#### Student work

On the roof on the right side their  
 is a cat in front of the cat are birds  
 flying below the birds a car's on the right  
 side of the road ~~a car~~ and in the bilding  
 there is a woman looking down ~~and next~~  
~~to the fire truck their~~ On the fire  
 truck are their are people stand and on  
 the foot path and next to the fire  
 truck their are two people eating hot  
 dog, and On the foreground their is one  
 man stand and behind the fire truck  
 their is two dogs running after the fire  
 truck On the left side of the fire  
 their is an man standing and their  
 is a woman coming out of the of  
 the prugone and their is the of  
~~the~~ beside the woot and in two like on  
 background their is car's there's tote bilding.

#### Annotations

The text illustrates that the student is a beginner writer in English, relying on teacher modelling and classroom vocabulary to write simple and compound sentences with little punctuation.

*Sequences simple sentences (and some compound sentences) using a learnt and repetitive structure, for example 'on the roof...in front of...on the right...on the fire...on the footpath...'*

*Writes a literal interpretation of the picture and makes no attempt to interpret the scene.*

*Copies writing from the board and references vocabulary lists to spell words.*

*Uses vocabulary limited to that learnt in class.*

*Demonstrates limited accuracy in subject – verb agreement, for example 'their is two dogs running' and also in the present continuous tense, for example 'their are people stand'.*

*Uses accurate but limited punctuation.*

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

# EAL/D Student Work: Years 7 to 10

## Developing Writing

### Airplanes

#### Relevant parts of the EAL/D learning progression

When writing, students in the Developing English phase (Years 7 to 10):

- may produce writing that does not reflect their potential because preparatory reading has taken most of the time and limited the available time for drafting and editing
- create a range of types of texts, using growing knowledge of text structure
- continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication
- use cohesive devices to link both within and across paragraphs
- use pronoun reference with noun/pronoun agreement, for example ' Mary ... she ... her'
- use appropriate time sequencing, for example 'first', 'next', 'finally'
- use appropriate abbreviations in notes
- begin to apply referencing conventions appropriately
- independently edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms
- 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.

#### Summary of task

Students were asked to write a persuasive text about the benefits of a specific type of transport. They were asked to select a form of transport and undertake research about the means of transport noting some of the benefits and some of the issues relating to the means of transport. The students used a proforma with specific questions to guide their note taking. This was an independent writing activity.

#### Background of student

The student had an extensive education in his first language before attending school in Australia. He spent six months in an Intensive English language school and then approximately four months in an Australian high school where ESL specialist classes were provided in place of mainstream English classes.

# EAL/D Student Work: Years 7 to 10

## Developing Writing

### Airplanes

#### Student work

Airplanes.

Airplanes change out ~~lots~~ lives, make life more fun and happiness, because it can take people so far from their home and travel fast. Airplanes take humans into the air. It can travel up to 600 km per hour, and make humans travel around the world be possible. In December 1903, Orville and Wilbur Wright invented the first plane in the world and flew successfully. Today the airplane has become more and more important for humans who need to travel far from their home.

The invention of the airplane can be a very good thing for humans. Airplanes can allow evacuation of people allow people to have more travel in their life. In old days, people travel from Australia need a half month to by boat to China. Now, it's only need 7 or 8 hours to fly to China. It's also provides employment to a huge number of people. There are lots of positive things for planes, but it also has negative aspects.

The negative aspects sometime can be very bad, it can kill people very fast, and destroy their family. So, taking airplanes sometimes can be very dangerous. It's not exactly safe during the flight. Most ~~accident~~ accidents was happened by the wheels can't come out. Planes cost lots of money, so only the companies can buy them. Air planes have lots of bad things but still have more positive aspects.

Today the airplanes ~~have~~ changed lots. The biggest positive aspect of airplanes is the speed. So people try to make it be faster and faster. They were slow and unsafe in old days. Now, the airplane has become more comfortable. People sitting inside the plane ~~can~~ can play games or watching movies. A long time ago, people were sitting out side the plane. Anyway, it has changed lots but still can change more.

Also, it will change in the future for the better. It will be ~~safer~~ safer and faster in future. For example, can make the wheel be more strong. Becoming more comfortable is a very important point. Because people who are living now want to travel and have more fun. Airplanes will become more useful in humans life.

#### Annotations

The student is moving out of the Developing English writing phase and is able to write extended pieces of text and is attempting to use formal and technical language. However there are consistent and persistent inaccuracies in grammatical structures.

Creates an accurate reproduction of an expository essay.

Makes frequent grammatical errors but these do not impede understanding of content and are frequently the result of efforts to produce more complex grammatical structures, for example 'make human travel around the world be possible'.

Uses simple punctuation generally correctly although the comma is overused or used incorrectly at times.

Shows an understanding of the use of vocabulary with some use of subject-specific terms being employed, for example 'invented the first plane' and some academic vocabulary, for example 'negative aspects'.

Uses expanded noun groups/phrases and shows strongly developed control of vocabulary and sentence structure, for example, 'a huge number of people', although more idiomatic language is still developing, for example 'in old days' rather than 'in the old days'.

Creates cohesion across paragraphs through the use of clear topic sentences.

Inconsistently uses pronoun reference, for example 'airplanes' referred to as 'it'.

Sequences events using time references, for example 'In December 1903....Today....', 'in the old days....Now....', 'They were slow and unsafe in the old days...now..', 'Also it will change in the future....'.

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression.

### Volcanoes

#### Relevant parts of the EAL/D learning progression

When writing, students in the Consolidating English phase (Years 7 to 10):

- plan their writing with particular audiences in mind
- write clear, well-structured texts
- use expressions, collocation and colloquialisms, although writing may still not always reflect a native speaker-like knowledge of commonly accepted and expected ways of expression in the academic register
- demonstrate consistent control over a range of text types and their commonly used grammatical features
- incorporate direct and indirect speech, abbreviations, symbols and graphic devices for effect
- experiment with sophisticated language features such as simile and metaphor
- demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas and are beginning to understand how vocabulary choice is linked to the tenor of the texts (eg 'abdomen', 'stomach', 'belly')
- effectively employ cohesive devices between sentences and paragraphs to create clarity and fluency
- reference sources correctly
- review and edit their work independently

#### Summary of task

Students were asked to use newspapers, current affairs and television to research a current natural disaster. They were asked to use these findings as basis to write a media style report. This was an independent task.

#### Background of student

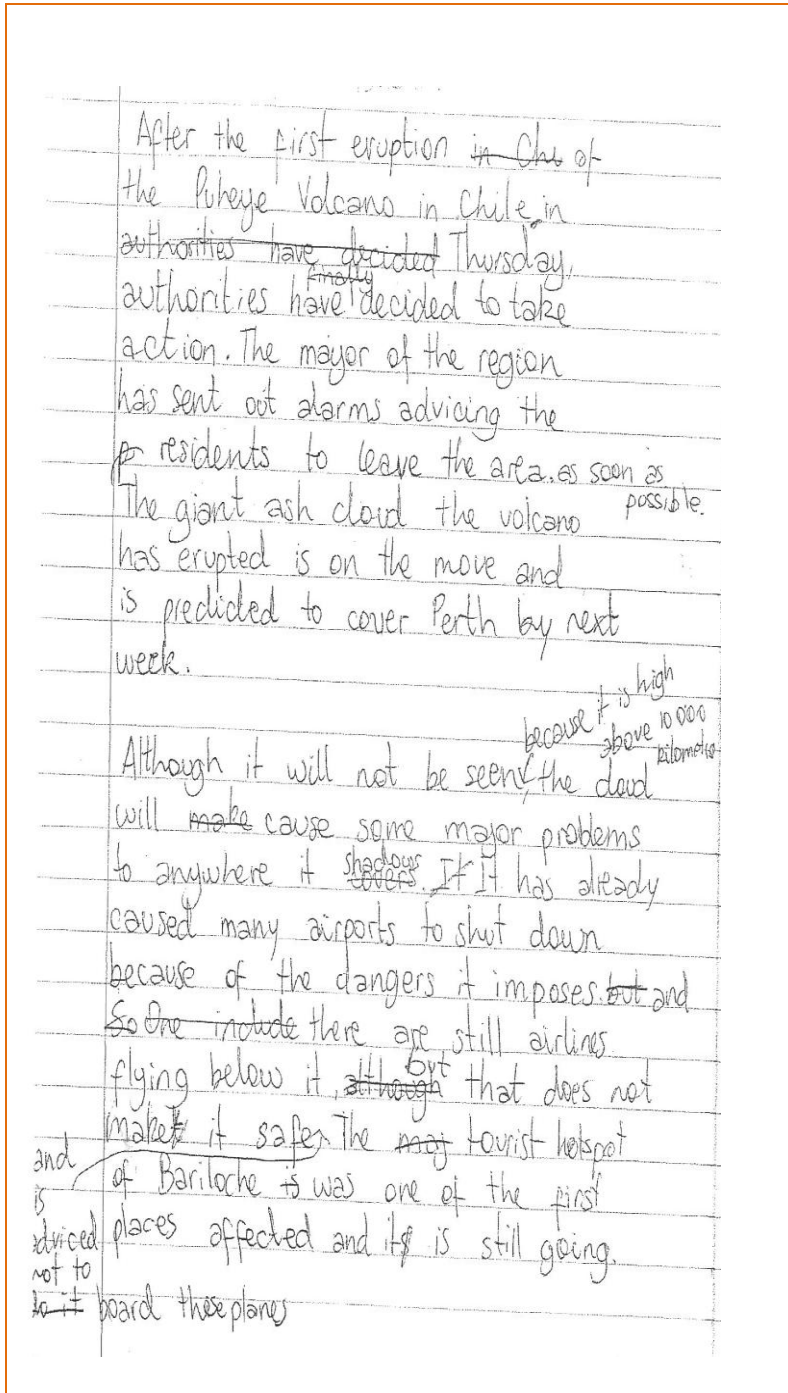
The student had an extensive education in his first language, Croatian, before attending school in Australia. The student spent two terms in an Intensive English language school before participating in an ESL class for two terms. The student is now in mainstream classes.

# EAL/D Student Work: Years 7 to 10

## Consolidating Writing

### Volcanoes

#### Student work



#### Annotations

This text is a strong piece of writing, at the upper end of the Consolidating English writing phase, showing a good awareness of the requirements of academic writing

*Writes effectively in an academic register in a structure which is suitable for the target genre of report.*

*Self-corrects errors indicating an understanding of the academic register, for example 'the cloud will make some problems' was edited to become 'the cloud will cause some problems'.*

*Shows good control of standard grammar as well as experimentation with more sophisticated grammatical structures, for example 'The volcano is erupting ash and it is not yet known when it will cease'.*

*Uses cohesive devices between paragraphs in the report, including the use of sophisticated grammatical devices such as marked theme where circumstances are introduced prior to the subject of the sentence, for example 'After the first eruption, ....Although it will not be seen'.*

*Uses editing substantially and effectively to refine meaning and impact upon the reader.*

*Employs effective written colloquialisms in the text, for example 'the giant ash cloud is on the move', 'The tourist hotspot'.*

*Makes some minor grammatical and word choice errors, for example 'in Thursday' rather than 'on Thursday', and 'is advised not to board these planes'.*

**Acknowledgment:** ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and student work. The annotations written by ACARA are referenced to the EAL/D learning progression



# EAL/D Student Work: Years 7 to 10

## Consolidating Writing

### Loar the Explorer

#### Relevant parts of the EAL/D learning progression

When writing, students in the Consolidating English phase (Years 7 to 10):

- may copy whole chunks of language from a text rather than taking notes and rewriting in their own words
- attempt to reproduce basic repertoire of text types (eg 'an email')
- may exhibit knowledge of common cultural references in text
- may use formulaic expressions to structure text
- are able to use topic sentences and stay on topic
- experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary
- show some awareness of the difference between informal and academic language, and experience difficulty in the accurate reproduction of most academic language
- use basic punctuation accurately (eg 'capital letters', 'full stops' and 'question marks'); first language influence is still evident in punctuation
- construct paragraphs that may be underdeveloped and show a lack of whole-text consistency
- spelling may be inconsistent but when read phonetically does not impede comprehension
- edit their text with the teacher.

#### Summary of task

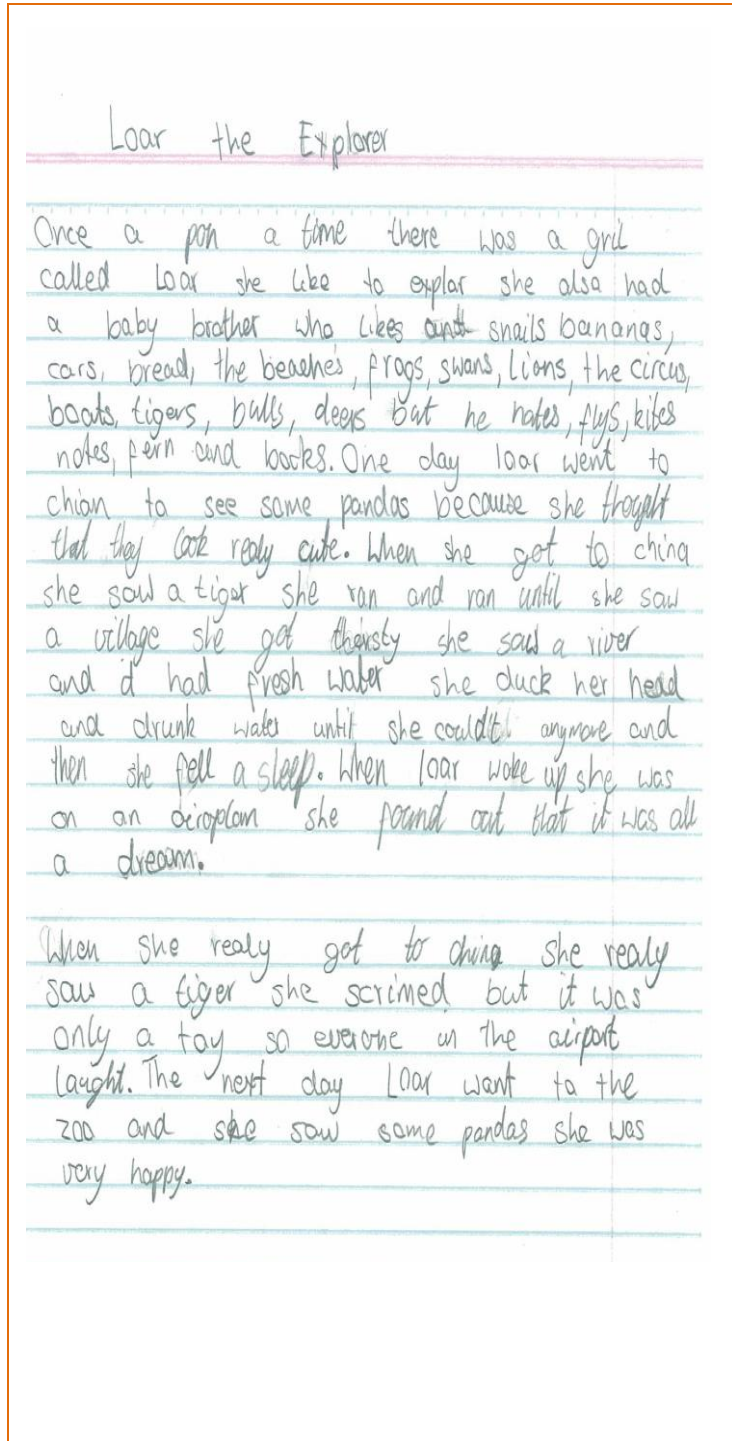
Students were shown a series of digital pictures of different people, places and events. The students were asked to write a narrative based on some of these digital pictures. In writing the narrative they were directed to select groups of words studied in class for spelling purposes. Apart from this vocabulary support, this task was completed without help in 40 minutes.

#### Background of student

The student had an extensive schooling in her first language. She learnt some English at school before attending school in Australia. She spent two terms in an Intensive English language school and is now in mainstream classes.

### Loar the Explorer

#### Student work



#### Annotations

This text is a strong piece of writing at the upper end of Consolidating English writing phase. However the text essentially reflects oral storytelling rather than demonstrating an understanding of literate language as expected in high school.

*Demonstrates knowledge of cultural content ('Dora the Explorer').*

*Copies whole chunks of language, for example lists of words 'ants', 'snails', 'cars', 'bananas', 'bread'. Attempts to incorporate formulaic expressions common to the genre, for example 'once a pon a time'.*

*Uses limited vocabulary, often reflecting known vocabulary rather than the vocabulary required to tell the story.*

*Demonstrates control over the use of tense however there is some incorrect spelling of past tenses, for example 'laught' reflecting phonetic spelling.*

*Experiments with presenting her own ideas with varying grammatical accuracy using run-on sentences, for example 'When she got to china she saw a tiger she ran and ran until she saw a village she got thirsty....'.*

*Uses connectives to develop cohesion throughout the text, for example 'also', 'but', 'because', 'until'.*

*Attempts to reproduce basic repertoire of text types, for example 'a narrative'.*

*Accurately uses some common punctuation, for example capital letters, commas and full stops.*

*Shows little evidence of independent editing.*

*Makes some errors in spelling however this does not impede comprehension.*

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