



## **Middle Primary and Middle Schooling Reading: Pre-level 1**

**New to reading print in SAE:** drawing on knowledge of the world in Home Language [HL] (and in Standard Australian English [SAE] for some), and on HL and home literacies, and SAE language and literacies (to varying degrees).

**May have visual literacies (e.g. can recognise different CD covers and artists, television programs; can recognise the difference between Weetbix and Vitabrits packets, ordering a fast food meal). Older students may have engaged in the literacies of the workplace during work experience.**

**Will be confident in communicating in their HL and may have some oral proficiency and comprehension in communicating orally in varieties of English, Torres Strait Creole or Kriol (e.g. may book airline tickets; order Cash on Delivery Compact Discs/T-shirts).**

**Are able to gain meaning from visual cues in their environment and may demonstrate well-developed observational skills.**

**Will bring to their learning, levels of maturity and a range of knowledge, understandings, skills and attitudes which will affect their approach to learning.**

**May have a conceptualization of school print literacy based on previous school-based experiences and may be reluctant to engage in reading-like behaviour due to previous unsuccessful experiences.**

**May have established high levels of support from other family/community members who are print literate/orally competent in SAE (e.g. will get someone else to order things over the phone, do the banking, etc.). May have developed coping/compensatory strategies for not reading (e.g. I don't have my glasses; I'll order the same meal as you).**

- May use HL in any attempts to communicate ideas and will benefit from having HL teachers.
- May have delays in HL and auditory skills due to conductive/permanent hearing loss.
- May have had limited school experience.
- Are aware of environmental print to varying degrees.

- May be new to the purposes of reading and/or books.
- May look at pictures or photographs in books and discuss ideas with peers.
- Are developing confidence to respond to and offer ideas about pictures, maybe in HL.
- May retell/relate (in HL) the meaning of a story or text read to them drawing on their world view which may vary from the SAE world view understanding.
- Will prefer visual text, e.g. video to written text, and this is to be encouraged to improve world knowledge and vocabulary development.
- May exhibit role-play reading (e.g. reading higher level books to suit peers to “fit in” with classmate expectations i.e. I am reading what good readers read).
- May enjoy observing peers reading (e.g. looking over friend’s shoulder while they read aloud).
- May display discomfort during reading time (e.g. sitting lower in chair; making themselves physically smaller).
- May rely on group rather than teacher to guide learning behaviour.
- May have difficulty in concentrating in activities based around reading in SAE.
- May wish to be left alone.

## **COMMENTS**

### **Supportive Environment for Additional Language Development**

#### **➤ Respecting Home Cultures and Languages**

Students at this level, returning to the classroom after an extended period of absence, are likely to be aware of their responsibilities within their community and expect to be able to make independent choices about activities in which they engage.

The demands of the classroom (e.g. teacher expectation, structure, written formats), the school and the teacher may be different from the students’ cultural/family life and world view and this mismatch may create possible issues for classroom management. In order to cater for this, classrooms need to value and respect the HLs and culture/s. This can be achieved in a variety of ways including:

- recognising and valuing the students’ home literacies;
- making connections between community and school literacies through school-community partnerships;
- recognising, with sensitivity, local histories to understand local attitudes towards SAE and the HLs; and

- providing bilingual support.

Students at this level need to be given some time to become familiar with and confident in the formal school setting – buildings, routines, classroom environment. Students may be from a home environment where well-known adults give advice and the child makes the choices, which could create a mismatch in a classroom where the teacher may perceive their role as the major player/instructor.

### ➤ **Sporadic Schooling and Age-Appropriate Learning Approaches**

Due to issues such as attendance, mobility, conductive hearing loss and transition, the academic learning of many students is likely to be fragmented. Learning gaps may be apparent, even though school records may indicate that the students have been in the school system for many years. Even though students may be at this level, this should not be confused with their potential ability to learn academically. Teaching/learning approaches need to be relevant to the age level of the student and be culturally inclusive. Older students will benefit from adult literacy learning techniques on their return to school, rather than continually beginning with methodology designed for younger learners (e.g. using early childhood narrative texts as a basis for literacy learning).

Students with sporadic schooling, when at school, need to be given time to observe other students' behaviour, without teacher pressure for engagement in activities. This observation time allows students to establish the 'unwritten' rules for operating in this new environment and become aware of what their 'place' is in the classroom. Respecting these students' initial choices will assist in developing rapport with students and building trusting relationships with them. Students are more likely to engage in activities when they have developed confidence that they can participate without 'shame'. Once students are comfortable in this environment, they will benefit from explicit explanations of these 'unwritten' rules, e.g. following teacher directions; answering questions on their own.

### ➤ **Concept development**

At this early stage of additional language development, it is strongly recommended that concepts are introduced and practised first in HL, before their introduction in SAE. Concepts will be more likely to be learnt if introduced and practised in HL first where possible.

## **Middle Primary and Middle Schooling Reading: Level 1**

**Beginning to develop early emergent print literacy skills:** drawing on knowledge of the world in HL (and in SAE for some), and on HL and SAE language and literacy (to varying degrees) and able to comprehend in the HL.

**Can recognise and name some letters and words (within visual context) which they encounter frequently and for which meaning is given (e.g. commercial logos, signs and labels, brand names, School, Police).**

**Are continuing to develop an understanding of print literacy to varying degrees, based on prior experiences and are progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time.**

**May bring to their learning levels of maturity and a range of knowledge, visual literacies, understandings, skills and attitudes which will affect their approach to learning.**

- May have a conceptualisation of school print literacy based on previous school-based experiences and may be reluctant to engage in reading-like behaviour due to previous unsuccessful experiences.
- May display reading behaviour such as following with finger under the line of text to assist in directionality, turning pages, etc.
- Will have communication skills in their HL according to their age and variations due to hearing impairment. Will benefit from using HL teacher and teacher-aides to communicate ideas about texts.
- May have delays in HL and auditory skills due to conductive/permanent hearing loss.
- Will have a limited range of sight vocabulary (words/phrases). This can be extended through on-going engagement and explicit teaching in spoken and written SAE.
- Will have difficulty in making meaning from written texts in SAE. Will require exposure to and discussion about a wide variety of texts (read aloud to them). This will assist in developing print literacy skills, and SAE language and the culture behind the texts.
- May have difficulty in concentrating in activities based on reading in SAE and may exhibit behaviour problems or frustration.
- Will rely on one-to-one teacher support to complete reading tasks.

- May rely on group rather than teacher to guide learning behaviour.
- Will enjoy observing peers reading, esp. using ‘photo books’ of known contexts.
- May look at pictures or photographs in books and discuss ideas with peers.
- Are developing confidence to respond to and offer ideas about pictures, maybe in HL.
- May retell/relate (in HL) the meaning of a story or text read to them drawing on their world view which may vary from the SAE world view understanding.
- May exhibit role-play reading (e.g. reading higher level books to suit peers to “fit in” with classmate expectations, i.e. I am reading what good readers read).
- May display discomfort during reading time (e.g. sitting lower in chair; making themselves physically smaller).
- May have difficulty in concentrating in activities based around reading in SAE.
- May be developing print literacy through visual resources (e.g. video footage, etc.) and will prefer visual text, e.g. video to written text, and this is to be encouraged to improve world knowledge and vocabulary development.

## **COMMENTS**

### **Supportive Environment for Additional Language Development**

#### **➤ Respecting Home Cultures and Languages**

Students at this level, returning to the classroom after an extended period of absence, are likely to be aware of their responsibilities within their community and expect to be able to make independent choices about activities in which they engage.

The demands of the classroom (e.g. teacher expectation, structure, written formats), the school and the teacher may be different from the students’ cultural/family life and world view and this mismatch may create possible issues for classroom management. In order to cater for this, classrooms need to value and respect the HLs and culture/s. This can be achieved in a variety of ways including:

- recognising and valuing the students’ home literacies;
- making connections between community and school literacies through school-community partnerships;
- recognising, with sensitivity, local histories to understand local attitudes towards SAE and the HLs; and
- providing bilingual support.

Students at this level need to be given some time to become familiar with and confident in the formal school setting – buildings, routines, classroom environment. Students may be from a home environment where well-known adults give advice and the child makes the choices, which could create a mismatch in a classroom where the teacher may perceive their role as the major player/instructor.

➤ **Sporadic Schooling and Age-Appropriate Learning Approaches**

Due to issues such as attendance, mobility, conductive hearing loss and transition, the academic learning of many students is likely to be fragmented. Learning gaps may be apparent, even though school records may indicate that the students have been in the school system for many years. Even though students may be at this level, this should not be confused with their potential ability to learn academically. Teaching/learning approaches need to be relevant to the age level of the student and be culturally inclusive. Older students will benefit from adult literacy learning techniques on their return to school, rather than continually beginning with methodology designed for younger learners (e.g. using early childhood narrative texts as a basis for literacy learning).

Students with sporadic schooling, when at school, need to be given time to observe other students' behaviour, without teacher pressure for engagement in activities. This observation time allows students to establish the 'unwritten' rules for operating in this new environment and become aware of what their 'place' is in the classroom. Respecting these students' initial choices will assist in developing rapport with students and building trusting relationships with them. Students are more likely to engage in activities when they have developed confidence that they can participate without 'shame'. Once students are comfortable in this environment, they will benefit from explicit explanations of these 'unwritten' rules, e.g. following teacher directions; answering questions on their own.

➤ **Concept development**

At this early stage of additional language development, it is strongly recommended that concepts are introduced and practised first in HL, before their introduction in SAE. Concepts will be more likely to be learnt if introduced and practised in HL first where possible.

## **Middle Primary and Middle Schooling Reading: Pre-Level 2**

**Beginning to recognise familiar words and short word clusters memorised in known contexts:** drawing on knowledge of the world in HL and SAE for some and HL and SAE language and literacy (to varying degrees).

**Can recognise familiar words and short word clusters in SAE if these have been recycled often in a variety of language activities (e.g. word bank charts).**

**Can recognise words in context but may not be able to transfer this knowledge to a different context (e.g. may know a word on a chart but may not be able to recognise it in a book).**

**Can ‘read’ familiar SAE texts from memory.**

**Will have a limited range of sight vocabulary (words/phrases). This can be extended through on-going engagement in spoken and written SAE.**

- Will cue into (particularly) nouns and verbs associated with the accompanying picture or words pointed to by the teacher, but are unaware of the meaning carried by structural words such as ‘the’, ‘and’, ‘in’, ‘of’, ‘what’ and other language not pointed out or supported by illustrations. Prepositions may be of particular difficulty due to HL differences.
- Will have competent communication skills in their HL (this may vary due to hearing impairment).
- May have a conceptualisation of school print literacy based on previous school-based experiences and may be reluctant to engage in reading-like behaviour due to previous unsuccessful experiences.
- May use HL in any attempts to communicate ideas and will benefit from using HL teachers.
- May have delays in HL and auditory skills due to conductive/permanent hearing loss.
- May look at pictures or photographs in books and discuss ideas with peers.
- Are developing confidence to respond to and offer ideas about pictures, maybe in HL.
- May retell/relate (in HL) the meaning of a story or text read to them drawing on their world view which may vary from the SAE world view understanding.
- May exhibit role-play reading, e.g. reading higher level books to suit peers to “fit in” with classmate expectations (i.e. ‘I am reading what good readers read’).

- May display discomfort during reading time (e.g. sitting lower in chair; making themselves physically smaller).
- May have difficulty in concentrating in activities based around reading in SAE.
- Will rely on illustrations/diagrams and memory of text to ‘read’.
- Will rely on familiar texts in order to feel success.
- Will continue to enjoy observing peers reading, esp. using photo books of known contexts.
- Will prefer visual text, e.g. video to written text and this is to be encouraged to improve world knowledge and vocabulary development.
- Are showing signs of responding to a familiar text ‘read’ independently, e.g. laughter, surprise and disappointment and verbal responses in HL.
- May not see self as reader, reluctant to risk-take with unfamiliar texts.
- May rely on group rather than teacher to guide learning behaviour.
- Will continue to rely on one-to-one teacher support to complete reading tasks.
- May have difficulty in concentrating in activities based around reading in SAE if given unfamiliar reading material and expected to finish task independently.

## **COMMENTS**

### **Supportive Environment for Additional Language Development**

#### **➤ Respecting Home Cultures and Languages**

Students at this level, returning to the classroom after an extended period of absence, are likely to be aware of their responsibilities within their community and expect to be able to make independent choices about activities in which they engage.

The demands of the classroom (e.g. teacher expectation, structure, written formats), the school and the teacher may be different from the students’ cultural/family life and world view and this mismatch may create possible issues for classroom management. In order to cater for this, classrooms need to value and respect the HLs and culture/s. This can be achieved in a variety of ways including:

- recognising and valuing the students’ home literacies;
- making connections between community and school literacies through school-community partnerships;
- recognising, with sensitivity, local histories to understand local attitudes towards SAE and the HLs; and
- providing bilingual support.

Students at this level need to be given some time to become familiar with and confident in the formal school setting – buildings, routines, classroom environment. Students may be from a home environment where well-known adults give advice and the child makes the choices, which could create a mismatch in a classroom where the teacher may perceive their role as the major player/instructor.

➤ **Sporadic Schooling and Age-Appropriate Learning Approaches**

Due to issues such as attendance, mobility, conductive hearing loss and transition, the academic learning of many students is likely to be fragmented. Learning gaps may be apparent, even though school records may indicate that the students have been in the school system for many years. Even though students may be at this level, this should not be confused with their potential ability to learn academically. Teaching/learning approaches need to be relevant to the age level of the student and be culturally inclusive. Older students will benefit from adult literacy learning techniques on their return to school, rather than continually beginning with methodology designed for younger learners (e.g. using early childhood narrative texts as a basis for literacy learning).

Students with sporadic schooling, when at school, need to be given time to observe other students' behaviour, without teacher pressure for engagement in activities. This observation time allows students to establish the 'unwritten' rules for operating in this new environment and become aware of what their 'place' is in the classroom. Respecting these students' initial choices will assist in developing rapport with students and building trusting relationships with them. Students are more likely to engage in activities when they have developed confidence that they can participate without 'shame'. Once students are comfortable in this environment, they will benefit from explicit explanations of these 'unwritten' rules, e.g. following teacher directions; answering questions on their own.

➤ **Concept development**

At this early stage of additional language development, it is strongly recommended that concepts are introduced and practised first in HL, before their introduction in SAE. Concepts will be more likely to be learnt if introduced and practised in HL first where possible.

## **Middle Primary and Middle Schooling Reading: Level 2**

**Beginning to recognise words and short word clusters in SAE in a variety of texts:** drawing on knowledge of the world in HL and SAE, and on HL and literacy (to varying degrees).

**Are able to recognise and gain meaning from short texts, i.e. familiar words and chunks of texts in SAE, using contextual and visual cues (e.g. whole word shape, picture clues, recent experiences) which use language that has been recycled in a variety of ways.**

**Will join in with key words and repetitive phrases in familiar texts (e.g. pictures, stories, written chants and rhymes) in shared reading sessions, but are unaware of the meaning carried by structural words such as ‘the’, ‘and’, ‘in’, ‘of’, ‘what’.**

**Are able to use some decoding skills when reading unfamiliar SAE. However, will be restricted in their ability to gain meaning from words and text (even if they are able to decode) until their proficiency in SAE language and culture develops.**

**Will often be unable to read or predict meaning in texts because of overload of new language. Will also have difficulty because their spoken language is different from that met in the text (i.e. pronunciation, sentence structure, etc. will be different).**

**Will benefit from being able to express lack of understanding in SAE when reading comprehension has broken down (e.g. What does this mean? What is an escalator?); however, may not always be able to express their lack of understanding precisely.**

- May use HL in any attempts to communicate ideas and will benefit from having bilingual support.
- May have delays in HL and auditory skills due to conductive/permanent hearing loss.
- Will make meanings and predictions in HL and begin to understand SAE in texts read to them.
- May bring to their reading their own world view which may vary from SAE world view understanding.
- May bring to texts readings based on understanding of HL narrative structures and language features.
- May read some words using graphophonic skills but not comprehend what they are reading due to overall level of SAE proficiency.

- May respond to comprehension questions about narrative texts at a literal level using their understanding of world knowledge and Western book culture.
- May not yet expect the text they are reading in unfamiliar SAE to make sense.
- Are developing metalanguage (i.e. language to talk about language – word, letter, page, title.)
- Will draw heavily on experiences in HL as well as experiences in SAE language and culture to varying degrees when reading (e.g. in language experience-based reading and writing activities).
- Will be confident to read short texts about familiar events in which they have been personally involved (e.g. The rodeo, the Cultural Festival).
- Will be confident to read material that has been reread many times and is well-rehearsed.
- Will demonstrate HL influence on pronunciation and morphology of written text when read aloud, e.g. 3 red sock[s]; Yesterday he jump[ed] up.
- May be reluctant to engage in tasks for fear of demonstrating failure.
- May not request teacher assistance for unknown words.
- Will be able to comprehend texts at a literal level, using their understanding of world knowledge.
- Are able to respond to literal questions about a text.

## **COMMENTS**

### **Supportive Environment for Additional Language Development**

#### **➤ Rate of Progress**

It is difficult for students of this age to operate in the classroom at Level 2, particularly if they feel they are judged as a whole by their level of reading. It is important to recognise, acknowledge and respect student abilities, achievement and potential (e.g. having 2 or more languages – many students are not aware of how able they are as language learners). It is also a priority to recognise and respect the HL community, culture and worldview of the student which are central to identity at this stage of development. Building a trusting relationship will form a sound basis for accelerating further progress in students' reading.

The development of oracy skills (Listening and Speaking) in SAE will also assist in providing an overall SAE proficiency to support reading in SAE and facilitate development to Level 3 (see 'Making the Jump' [Hudson and Berry, 1999] for background on transparency and suggestions for oracy development).

➤ **Transparency (similarity between Torres Strait Creole/ Kriol/Aboriginal English and SAE)**

Learners may plateau at this level because of lack of understanding of transparency (similarity between Creole/Aboriginal English and SAE), and have difficulty moving to Level 3. This means that differences in vocabulary and grammar between the languages/dialects need to be explicitly taught, if students are to move from decoding to comprehension of text. Transparency is best explained through an HL adult and SAE teacher in partnership.

➤ **Concept development**

At this early stage of additional language development, it is strongly recommended that concepts are introduced and practised first in HL, before their introduction in SAE. Concepts will be more likely to be learnt if introduced and practised in HL first where possible.

➤ **Age-Appropriate Learning Approaches**

Middle schooling students are developing maturity and will expect adults to respect their intellectual capacity. Using low level, early childhood reading texts may be seen as demoralising for these students and they may dissociate from the task. The use of carefully selected, age-appropriate, high interest texts with high levels of scaffolding (e.g. deconstructing text to look at author's choice of words, sentence construction, focus on cultural content, etc) and rereading is more likely to engage students' participation and development of literacy skills. During independent reading time, the use of taped stories will enhance overall SAE proficiency.

### **Middle Primary and Middle Schooling Reading: Level 3**

**Beginning to comprehend short texts in SAE on familiar topics with contextual support:** drawing on the knowledge of the world in HL and SAE and on HL and SAE language and literacy (to varying degrees).

**Are able to comprehend short texts in SAE on familiar topics with contextual support.**

**Are able to read, with support (e.g. scaffolding the text, introduction to new vocabulary and concepts) short teacher-selected, factual texts (e.g. animal report) on a familiar topic on information geared to the mainstream curriculum but at a less complex language level.**

**Can read simple instructions (e.g. Cut the circle in half) but will require HL assistance for instructions expected at their year level.**

- **Are able to draw on a growing proficiency in SAE to expect what they are reading within** short texts on familiar topics with contextual support to make sense and are able to comprehend and predict meaning from written text, and to ask for help.
- May have difficulty comprehending even specifically selected narrative texts without support, because they do not follow own cultural narrative genres (e.g. tracking, spirit encounters) and because of difficulty of language and cultural references.
- May be able to read, with teacher support (e.g. video, discussion of vocabulary, plot), a short, simply structured, contextually-enriched (e.g. showing pictures) narrative.
- May find non-fiction texts easier to access than fiction (because of the above).
- Will use decoding skills on more complex texts but will be restricted in ability to gain more meaning.
- Are very dependent on familiar language learned through speaking and listening in SAE.
- Are able to show developing comprehension of texts through oral ability rather than written ability.
- Will often apply chunks of language internalised through repeated readings to other settings and modes (e.g., in oral language and writing).
- May read words using HL pronunciation which may interfere with comprehension.

- Are continuing to develop reading strategies, through modelled reading by the teacher (e.g. in shared reading situations).
- Are developing metalanguage (i.e. language to talk about language, e.g. word, page, title).

## **COMMENTS**

### **Supportive Environment for Additional Language Development**

#### **➤ Concept development**

At this early stage of additional language development, it is strongly recommended that concepts are introduced and practised first in HL, before their introduction in SAE. Concepts will be more likely to be learnt if introduced and practised in HL first where possible.

#### **➤ Facilitating progress in reading in SAE**

Learners may continue to find it difficult to progress in reading due to the issues posed by transparency (See Level 2 Comment), especially as texts become more grammatically complex and rely on a larger vocabulary. Students may also have difficulties comprehending texts due to lack of understanding of cultural content within the text. Students need support in addressing grammatical and cultural barriers to gain the confidence to progress to Level 4.

At this reading level, tasks matched to students' SAE level may not be sufficiently challenging for development of academic skills expected at their age level. With intensive ESL-informed scaffolding and staging (e.g. breaking down the task, HL discussion, etc) complex tasks developing higher order thinking can be given using bilingual support (this is because it is difficult to learn new concepts in SAE at the lower levels of the Bandscales without bilingual support [up to at least Level 4]).

However, engagement in complex academic tasks should not be left until students have higher SAE proficiency. It may be too difficult to 'catch up on' the necessary concepts. It is also vital to be aware that reducing the intellectual rigour of tasks in order to meet students' English proficiency may in fact also lead to students withdrawing from classroom activities.

It is important to continue focusing on differences between HL and SAE within an integrated curriculum.

The development of oracy skills (Listening and Speaking) in SAE will also assist in providing an overall SAE proficiency to support reading in SAE and facilitate development to Level 3 (see 'Making the Jump' [Hudson and Berry, 1999] for background on transparency and suggestions for oracy development).

Middle schooling students have a developing maturity and will expect adults to respect their intellectual capacity. Using low level, early childhood reading texts may be seen as demoralising for these students and they may dissociate from the task. The use of carefully selected, age-appropriate, high interest texts with high levels of scaffolding (e.g. deconstructing text to look at author's choice of words, sentence construction, etc.) and rereading is more likely to engage students' participation and development of literacy skills. During independent reading time, the use of taped stories will enhance overall SAE proficiency.

Students at this level have the potential to plateau as ritual readers, where their understanding of 'reading' is to read out the words on a page rather than comprehending the meaning of the text. It is therefore vital that teachers plan literacy experiences based on real purposes for real-life audiences and monitor students' comprehension of texts. Students need to observe adults and other students reading for pleasure as well as for other purposes. Reading activities within the classroom must be carefully monitored, with students being introduced to new language and cultural concepts that are contained within the texts. The students need to perceive reading activities as relevant to their lives.

### ➤ **Respecting Cultures and Narrative Forms**

Cultural sensitivity needs to be used when using narratives in the classroom. Ian Malcolm, et al. (1999, p. 75) draws our attention to Hymes (1980, 1996) who has argued for "narrative thinking and storytelling rights" to be recognised in education. Researchers have identified a number of Indigenous storytelling genres, e.g. 'tracking', 'spirit encounter', and 'surveying'. These genres may vary from 'classic' Western narrative structure and features. Students may require explanation of the variety of ways different cultural groups tell stories. Texts should include a broad selection of both oral and written texts from a variety of cultural backgrounds, including those from their own communities. If students' HL culture is valued through recognition of HL storytelling, students may be more likely to engage with all texts, and further develop their reading proficiency.

## **Middle Primary and Middle Schooling Reading: Level 4**

**Expanding reading range based on their growing proficiency in SAE:** drawing on knowledge of the world in HL and SAE, and on HL and SAE language and literacy (to varying degrees).

**Can acquire factual information from a growing range of texts on familiar topics but still need specific teacher guidance (e.g. selection of texts avoiding density of information and language complexity) and visual support. Can handle these texts if they do not require significant cultural knowledge specific to the text.**

**May read for pleasure simply structured stories which do not contain too many unfamiliar cultural references or complex language structures.**

**Can retell, in HL, a story read in SAE but tend to include all details rather than summarise.**

**Comprehension of self-selected texts appropriate for SAE-speaking peers which are expected to be read within a set time-frame, will break down or be piecemeal.**

- Can follow a set of simple instructions.
- Can give appropriate responses to cues from task instructions (e.g. list, true/false, match).
- Are building a bank of knowledge of the world in SAE which they can apply to their reading comprehension.
- May continue to have difficulty comprehending even specifically selected narrative texts, because they do not follow own cultural narrative genres (e.g. “tracking”, “spirit encounters”). May require explanation of the variety of ways different cultural groups tell stories.
- Are still limited in their comprehension by the amount of vocabulary they have encountered so far both in oral interactions and in their reading. Students who speak TSC/AE may still have difficulties because of meaning differences due to transparency.
- Will often be unable to read or predict meaning in texts because of overload of new language. Will also have difficulty because their HL language is different from that met in the text (i.e. pronunciation, sentence structure, etc. will be different).
- May use features of HL pronunciation and grammar in classroom reading (e.g. reading ‘baird’ for ‘birds’, omitting ‘a’ /’the’), but this may not affect overall comprehension.

- Will continue to rely on the predictable information structure of straight-forward texts (e.g. events or action sequenced according to time). Will continue to rely on straight-forward high frequency sentence patterns and explicit use of cohesive devices.
- Will need to clarify concepts and discuss their reading with HL adult/peers.
- May rely on neat and familiar style when reading handwritten texts (e.g. printing).

### **Additional Notes for Upper Primary/Junior Secondary Students**

- Will skim, scan and get the gist of texts with ESL-informed support. ESL support could include scaffolding of reading, discussion of text structure, introduction of content in other ways, elicitation/supply of vocabulary, mapping of reference, checking and drawing on HL and/or background knowledge and concepts, bilingual support.
- Will repeat content of short, teacher-selected fairly simple and explicit factual mainstream school texts which contain some argument and persuasion (e.g. texts on pollution, whaling) with ESL-informed support.

## **COMMENTS**

### **Supportive Environment for Additional Language Development**

#### ➤ **Age-Appropriate Learning Approaches**

Students in upper primary/junior secondary will require intensive, contextualised support to engage in texts expected of their age level.

#### ➤ **Concept development**

Students at this level are in the early stages of learning to learn new concepts in SAE. Concepts will more likely be learnt successfully if introduced and *practised* in HL first where possible (e.g. discussion of topics, task requirements, etc.).

Students at this level will not be able to learn new concepts efficiently in SAE and these will be more likely learnt if introduced and practised in the HL first where possible.

#### ➤ **Respecting Cultures and Narrative Forms**

Cultural sensitivity needs to be used when using narratives in the classroom. Malcolm, et al. (1999, p. 75) draws our attention to Hymes (1980, 1996) who has argued for “ narrative thinking and storytelling rights” to be recognised in education. Researchers have identified a number of Indigenous storytelling genres, e.g. ‘tracking’, ‘spirit encounter’, and ‘surveying’. These genres may vary from ‘classic’ Western narrative structure and features. Students may continue to require explanation of the variety of ways different cultural groups tell stories. Texts should include a broad selection of both oral and written texts from a variety of cultural backgrounds, including those from their own communities. If students’ HL culture is valued through recognition of HL storytelling, students may be more likely to engage with all texts, and further develop their reading proficiency.

## Middle Primary and Middle Schooling Reading: Level 5

**Reading a range of texts with understanding but “depth” of understanding is limited because of overall proficiency in SAE:** drawing on knowledge of the world in HL and SAE, and on HL and SAE language literacy (to varying degrees).

**Can comprehend a wide range of texts which are related to personal, social and general school contexts which are not culturally over-laden (e.g. self-chosen stories, popular magazines, instructions for games, school notices, class-constructed and individual books and texts).**

**Can read subject-specific texts and more complex learning materials with some “depth” of understanding, but are still limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references, etc.) and therefore their ability to predict meaning from semantic and syntactic cues.**

**Are able to identify main idea and some supporting details from expository texts on familiar subject-specific topics.**

**Will still need texts to be context-enhanced (e.g. with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used.**

- With teacher and contextual support and with more time than their SAE-speaking peers to access language and concepts, will get the gist of new topics, though are likely to miss details.
- Are able to read a wide range of texts, however will be limited in their ability to predict, find relationships, make inferences and draw conclusions, especially from texts on unfamiliar topics using complex and abstract language (e.g. topics such as the planets, evaporation, decimals); will be assisted if background knowledge of the topic already exists (e.g. in HL) or has been developed in SAE.
- May not have the scope of reading abilities needed for comprehension of longer more complex texts (e.g. may read at the word level rather than for gist, i.e. may be so busy concentrating on reading at the word or phrase level that they lose the meaning of sentences and passages, as well as prior text.
- Will be confused by metaphors and poetic forms of speech.
- Will have little comprehension of finer shades of meaning (e.g. differences between *amble*, *stroll*, *stride*, *strut*, *saunter*, *swagger*).

### **Additional Background Information for Middle Schooling Students**

- Will have difficulty with very lengthy texts (unable to follow and hold meaning throughout, and will tend to avoid them (e.g. long feature articles)).
- Are able to comprehend some textbook materials on context-enhanced (e.g. supporting pictures) and not highly abstract topics in subject areas. Are markedly more able to comprehend above texts when topic is familiar.
- Even with simple task instructions/assignment questions, students at this level will require support to determine appropriate responses (e.g. choice of text-types) and to recognise and interpret key words which require detailed response (e.g. compare/contrast texts).
- Will need to read at own pace and may need time to reread.

### **COMMENTS**

#### **Supportive Environment for Additional Language Development**

##### ➤ **Concept development**

Students at this level are in the early stages of learning to learn new concepts in SAE. Concepts will more likely be learnt successfully if introduced and *practised* in HL first where possible (e.g. discussion of topics, task requirements, etc.).

##### ➤ **Facilitating progress in reading in SAE**

At this level there may be a marked difference between the fluent reading of general social texts on known topics and academic subject reading. Because of difficulties with academic reading (complexity of language/abstract concepts), students may find it difficult to progress to Level 6 without a focus on reading strategies, and development of language knowledge, depth of vocabulary and concepts. Students will greatly benefit from bilingual support when attempting academic reading.

Students will consolidate their level of reading by independently reading a broad range of texts, which may be below their instructional level. This will broaden their vocabulary and knowledge of grammatical structures.

## Middle Primary and Middle Schooling Reading: Level 6

**Becoming competent readers in SAE (within the range expected for their phase of schooling):** drawing on their knowledge of the world in HL and SAE, and on HL and SAE language and literacy (to varying degrees).

**Can comprehend most factual and literary texts (including narratives, poems and plays) at the level and within the range of ability expected at their phase of schooling but most learners still need more time than SAE-speaking peers to process information and may have some difficulty with highly culture-specific content. Middle Schooling learners will have difficulties if texts are very complex, very dense or totally non-contextualised.**

- Are able to draw on their expanding proficiency in SAE to assist them to hold the cohesiveness of the text in mind within longer texts.
- Can skim, scan, get the gist and summarise factual school texts appropriate to their phase of schooling.
- Are able to use information acquired through reading to find relationships, make inferences and draw conclusions (at the level and within the range of ability expected at the phase of schooling).
- Will encounter difficulty with literature containing unfamiliar cultural content.
- Will still have some difficulty in evaluating cultural attitudes, assumptions and beliefs expressed in written texts, (e.g. credibility of storyline and characters; accuracy of information) and in hypothesising about possible attitudes of various authors to particular groups of people.
- Are able to comprehend a range of complex structures, and have a broad reading vocabulary. Will continue to meet new vocabulary which is outside their range of experience in SAE, especially common words used in subject-specific ways (e.g. *attraction; poles*) but will learn these alongside their SAE-speaking peers (if in an urban school context).

## **Middle Primary and Middle Schooling Reading: Level 7**

**Competent readers in SAE (within the range expected for their phase of schooling):** drawing on their knowledge of the world in HL and SAE, and on HL and SAE language and literacy (to varying degrees).

**Are able to comprehend (within the range of ability expected at their phase of schooling) texts for the range of purposes, across the range of social and academic contexts at the level of their phase of schooling.**

**Can comprehend texts with fluency and within the same time frame as SAE speakers.**

- Are able, if in Upper Primary or Junior Secondary, to take notes from and summarise material from a variety of sources (e.g., newspapers, leaflets, library references, maps), and are able to evaluate the applicability of the information within the range of ability generally expected at their phase of schooling.
- Will continue to have occasional difficulty with culturally specific references, including nuances, metaphors and subtle humour generally encountered in texts at their phase of schooling.
- Junior Secondary learners will need support to read set novels, plays, poetry, short stories in culturally-dependent subject areas (e.g. subject English, Studies of Society and the Environment).
- Will continue to benefit from using their HL with HL peers and adults.

## References

Berry, R., and Hudson, J. (1997) **Making the Jump**. Broome: Catholic Education Commission of Western Australia.

Hymes, D. (1980) **Narrative Thinking and Storytelling Rights: A folklorist's clue to a critique of education**. In D. Hymes (ed.), *Language in Education: Ethnolinguistic Essays* (pp. 126-138). Washington, DC: Center for Applied Linguistics.

Hymes, D. (1996) **Ethnography, linguistics, narrative inequality: Towards an understanding of voice**. London: Taylor & Francis.

Malcolm, I., Haig, Y., Konigsberg, P., Rochecouste, J., Collard, G., Hill, A., Cahill, R. (1999), **Towards More User-Friendly Education for Speakers of Aboriginal English**, Perth: Centre for Applied Language and Literacy Research, Edith Cowan University, and Education Department of Western Australia.