



Bandscales for Aboriginal and Torres Strait Islander Learners

Junior Primary Oral Major Teaching Emphases:

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Pre-level 1:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Raise awareness of the differences between HL and SAE.
- Use action songs and rhymes to immerse children in the sounds and patterns of SAE.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 1:

- It is important to build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- In isolated communities there is little opportunity to use and practise SAE. Therefore, teachers need to plan for explicit teaching and habituation activities focusing on SAE, and provide opportunities to practise SAE every day.
- Teachers and others need to be sensitive to, accept, recognise and value the use of HL in the classroom as a demonstration of years of language learning outside the classroom.
- Need to raise awareness of the difference between HL and SAE at appropriate times, ie. Accepting what the child says and modelling it back in SAE and incidentally explaining differences. An older HL speaker could explain differences.
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Children at this level will not be able to efficiently learn new concepts if taught only in SAE. Concepts will more likely be learnt if introduced and practised in HL first where possible.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- When using games to teach and practice SAE ensure that the content is not new or that bilingual assistance is given.
- Use action songs and rhymes to immerse children in the sounds and patterns of SAE.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Pre-level 2:

- It is important to build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- In isolated communities there is little opportunity to use and practise SAE. Therefore, teachers need to plan for explicit teaching and habituation activities focusing on SAE, and provide opportunities to practise SAE every day.
- Need to raise awareness of the differences between HL and SAE at appropriate times, ie. Accepting what the child says and modelling it back in SAE and incidentally explaining differences. An older HL speaker could explain differences.
- Children at this level will not be able to efficiently learn new concepts if taught only in SAE. Concepts will more likely be learnt if introduced and practised in HL first where possible.
- It is important to convey the expectation that children can take risks of expressing more and that teachers must expect that they will.
- Teachers and others need to be sensitive to, accept, recognise and value the use of HL in the classroom as a demonstration of years of language learning outside the classroom.
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Use action songs and rhymes to immerse children in the sounds and patterns of SAE.
- When using games to teach and practice SAE ensure that the content is not new or that bilingual assistance is given.
- Plan for explicit teaching and habituation activities focusing on SAE and provide opportunities to practice SAE every day, especially in isolated communities where there is little opportunity to use and practise SAE.
- When using games to teach and practice SAE ensure that the content is not new or that bilingual assistance is given.
- It is important to repeat/rephrase in SAE and/or wait, rather than immediately repeating the utterance in HL.
- At this level, it is important to teach when it is appropriate to use SAE and when to use HL.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 2:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Plan for explicit teaching and habituation activities focusing on SAE, and provide opportunities to practice SAE every day, especially in isolated communities where there is little opportunity to use and practise SAE.
- Be sensitive to, accept, recognise and value the use of the HL in the classroom.
- Continue to raise awareness of the differences between HL and SAE at appropriate times, eg. Accept what the child says and model it back in SAE.
- Acknowledge the differences and talk explicitly to the children about the differences between HL and SAE when opportunities arise.
- When using games to teach and practice SAE ensure that the content is not new or that bilingual assistance is given.
- Audiotape children's interactions in order to establish SAE usage.
- Explicitly teach concepts of time and space which are specific to SAE.
- Explicitly teach language differentiation and meanings through game, however, do not expect students to use them correctly at this level. Students need much input before output is expected.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 3:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Teachers and others need to be sensitive to, accept, recognise and value the use of the HL in the classroom.
- Continue to raise awareness of the difference between HL and SAE at appropriate times, ie. Accepting what the child says and modelling it back in SAE.
- Provide opportunities to immerse children in real life SAE experiences, followed by dramatic play situations where children can practise SAE eg. visiting the shop and setting up a class shop; visiting the hospital and setting up a class hospital.
- Explicitly teach SAE grammatical structures in context but do not expect students to produce correct structures in spontaneous conversations.
- Due to successful communication, the interlocutor may mistakenly overrate the child and fail to realise that the child is yet to express deeper thoughts and feelings in SAE which can be fluently expressed in HL
- Include a variety of activities that focus on extending responses to "5 Ws + H" questions (who, what, where, when, why and how). Labels for each of these can be held by children as they discuss them, or even placed on the floor for children to step on as they speak.
- Plan for explicit teaching, habituation and practice of SAE every day to assist in developing fluency.
- Encourage and praise risk taking which is a key indicator of this level of development and progress.
- In order to encourage risk taking and creativity, use language games and activities, eg. easy barrier games. Always ensure vocabulary (such as object labels and directions) is known before introducing the game.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 4:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Teachers and others need to be sensitive to, accept, recognise and value the use of the HL in the classroom.
- Explicitly teach differences between HL and SAE e.g. tense, prepositions.
- Allow time for children to process thoughts before expressing themselves in SAE.
- Plan for explicit teaching, habituation and practice of SAE every day to assist in developing fluency.
- Encourage and praise risk taking as this indicates development and progress.
- In order to encourage risk taking and creativity, use language games and activities. Always ensure vocabulary (such as object labels and directions) is known before introducing the game. Challenge children to use more complex SAE language by planning activities that require extended vocabulary and concepts.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 5:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Teachers and others need to be sensitive to, accept, recognise and value the use of the HL in the classroom.
- Continue to explicitly teach differences between HL and SAE e.g. tense, prepositions.
- Allow time for children to process thoughts before expressing themselves in SAE.
- Plan for explicit teaching, habituation and practice of SAE every day to assist in developing fluency.
- Encourage and praise risk taking as this indicates development and progress.
- In order to encourage risk taking and creativity, use language games and activities. Always ensure vocabulary (such as object labels and directions) is known before introducing the game.
- Challenge children to use more complex SAE language by planning activities that require extended vocabulary and concepts.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 6:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Teachers and others need to be sensitive to, accept, recognise and value the use of the HL in the classroom.
- Continue to explicitly teach differences between HL and SAE
- Continue to allow time for children to process thoughts before expressing themselves in SAE.
- Plan for explicit teaching, habituation and practice of SAE every day to assist in developing fluency.
- Encourage and praise risk taking as this indicates development and progress.
- Challenge children to use more complex SAE language by planning activities that require extended vocabulary and concepts.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

Level 7:

- Build relationships between the teacher and child to encourage the child to take risks and become involved in spontaneous interaction.
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Continue to raise awareness of the differences between HL and SAE.
- Continue to contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.