Bandscales State Schools (Queensland)

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EAL/D learners are learners of English as an additional language or dialect (EAL/D). They speak languages other than Standard Australian English (SAE) as their first language(s) and bring rich and diverse linguistic and cultural knowledge from these to the classroom.

EAL/D learners are simultaneously learning a new language plus the knowledge, understanding and skills of the curriculum through that new language. Teaching needs to support EAL/D students as they add English to their existing language repertoire.

EAL/D learners may require additional time and support along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing English language proficiency.

Through whole-school planning, schools use various strategies and adjustments to support EAL/D learners in achieving the learning described for their age cohort in the mandated curriculum. All classroom teachers, across all learning areas, will need to identify the language demands and cultural underpinnings of learning tasks and explicitly teach both these aspects.

**What are the Bandscales State School (Queensland) for EAL/D learners?**

The Bandscales State Schools (Queensland) provide a map of EAL/D learner progress in learning the English language in the school context. Their purpose is not to describe an intended EAL/D curriculum. Rather, the bandscales are descriptions of typical second language acquisition and development. They enable teachers to assess the language and learning support necessary to enable EAL/D learners to access the intended curriculum across all learning areas.

The bandscales provided here are a summary of descriptors taken from the National Languages and Literacy Institute of Australia (NLLIA) ESL bandscales (McKay P., Hudson, C., and Sapuppo, M. 1994) in P. McKay (ed) ESL Development: Language and Literacy in Schools. Canberra, National Languages and Literacy Institute of Australia, as adapted in the Education Queensland Indigenous Bandscales project (1999, 2002).

These descriptors were compiled based on second language expertise and teacher observations of student behaviour as part of the NLLIA ESL Development project (1994) and the Education Queensland Indigenous Bandscales project (1999, 2002).

These bandscales describe EAL/D learner pathways for students from migrant backgrounds and from Australian-born backgrounds (including Indigenous students). The levels are equivalent to those on the NLLIA bandscales and the bandscales for Aboriginal and Torres Strait Islander learners.

**How are the bandscales presented?**

The bandscales are presented for two phases of learning:
- **Early phase**, for learners from Prep to Year 3
- **Middle phase**, for learners from Year 4 to Year 9.

Many teachers utilise the middle phase bandscales for monitoring their EAL/D learners in the senior phase of schooling. Alternatively the NLLIA ESL Bandscales may be used, if they are available, as they include a specific secondary years set of bandscales.

EAL/D learners come into Queensland schools with widely different levels of English proficiency and may enter at any year level. Therefore, the bandscales levels do not align with the year levels presented in learning area sequences. For example, a student may be aged 14 and be placed in Year 9 but may be a new arrival to Australia with no previous English and therefore, may be operating at a bandscale level 1 or 2 on the middle phase bandscale levels. In this case, the student would need intensive EAL/D support to access the mainstream curriculum for their age cohort.

Some, but not all, of the bandscales levels contain a pre-level, generally at levels 1, 2 or 3. Pre-levels have been included to more explicitly describe the vast progress language learners make, particularly if they:
- come from a low-print literacy background
- have had little prior education in their first language
- are in contexts where they only use SAE in the classroom (e.g., some remote schools).

Pre-levels indicate a possibly lengthier pathway of development. More specifically, the middle phase bandscale descriptors for reading and writing contain distinct categories related to learners from 'limited schooling' backgrounds, to better assist teachers in understanding and describing the progress of this group of students.

Other learners, who may have considerable education in a first language, may progress rapidly to bandscale level 4 if given targeted EAL/D support, but may take longer to progress from level 4 to level 5 and from level 5 to level 6.

Support for English language learning is critical in ensuring that EAL/D learners progress to level 6.

All EAL/D learners need particular language learning support at key junctures, such as times of movement from primary to secondary school and as school learning tasks become more cognitively demanding and complex. As academic language becomes more complex in secondary school, EAL/D learners may not progress as rapidly through the bandscale levels, while they consolidate their knowledge of school subjects as they learn in, through and about SAE.

Students who speak a dialect of English may not be visible in the lower bandscale speaking levels. However, due to the language differences between their spoken varieties and written English, they are well described by the reading and writing bandscales.

**How can teachers use the bandscales?**

The bandscales are used for diagnosing where students are at in terms of their Standard Australian English (SAE) acquisition. They provide teachers with a broad and generalised picture of second language acquisition in English in the school context, and enable them to monitor learner progress in the four macro skills: listening, speaking, reading/viewing and writing.

Learners may be at different levels across the macro skills.

To establish an EAL/D learner's bandscale level, teachers need to find the best fit. Learners may not display all the descriptors in a level at once, but may display some from two or three different levels. Teachers need to look for a cluster of descriptors which indicate a particular level.

For the classroom teacher, the bandscales are used in the context of collecting data to inform their planning across the learning areas.

When planning, teachers start with their students and make curriculum decisions based on their students’ learning needs. The curriculum intent will be the same for the EAL/D learner as for other students in the age cohort. Teachers may need to ‘build language bridges’ using a variety of teaching strategies for the EAL/D learner to support them in accessing the intended learning.

By using the bandscales to understand the student's level of SAE acquisition, the teacher is better able to provide the scaffolding — in terms of the appropriate language focus — needed. Students on a lower bandscale level will have different language requirements from those on higher levels.
Similarly, in assessing the learning, teachers may need to scaffold assessment tasks to support students in demonstrating what they have learned.

The bandscales presented in this document do not support teachers in knowing what strategies to use, although they clearly suggest implications for pedagogy. They support teachers in understanding the SAE acquisition of the student and hence to recognise that scaffolding might be needed.

It is important to note that most EAL/D learners are developing English language skills, literacy skills, numeracy skills and content knowledge and skills of the learning areas simultaneously.

What teaching strategies work for EAL/D learners?

EAL/D learners, who are learning through SAE while at the same time acquiring SAE, need specific teaching approaches to build a language foundation for successful classroom learning.

Each subject area has its own language demands and specific spoken and written genres. Teachers should be aware of these, and consider the explicit teaching required in order for their EAL/D learners to access the learning experiences, including both the intended curriculum and assessment of the learning.

When there is no alignment of language learner needs to the curriculum, language learners can be excluded from much learning.

Listening and speaking provide the basis for literacy learning. For this reason, in planning for language development of EAL/D learners, learning tasks should include all the macro skills of listening, speaking, reading/viewing and writing. At all times, language work should sit within the age cohort curriculum and the topic and genres being studied in the classroom.

Break it down, Build it up

Break it down, Build it up is a planning and teaching framework designed to meet the needs of EAL/D learners in whole class settings through explicit and targeted language teaching for all students.

Teachers who plan for EAL/D learners in classroom settings know that language is fundamental to communication so they plan how to build language from the outset of their topic or unit.

These teachers understand language, not just in terms of vocabulary, but in all its interacting components or ‘layers’ which a speaker or writer uses to convey meaning in a particular context – such as genre, semantics, structures, word formations, inflections and sounds.

Break it down, Build it up focuses and contextualises language teaching and learning within the school curriculum by:

- explicitly identifying the language demands of a task/unit of work for the specific cohort of students (Break it down)
- sequencing teaching and learning to address these language demands within the curriculum focus (Build it up).

Break it down, Build it up supports differentiation of teaching through a whole class approach to address the language learning needs of EAL/D learners in the classroom. It also helps to address the language requirements of English speaking students who may not be familiar with the Standard Australian English (SAE) used in the classroom.

Break it down, Build it up comprises 10 practical steps that guide teachers as they support their students in building the English language required to successfully complete a unit of work or a task within a unit of work.

The ESL in the classroom website (currently being rebuilt) contains detailed information on the use of the Break it down, Build it up framework.

ESL speaking levels and teaching strategies (ESLATS)

The ESLATS document developed by Denise Angelo, Manager, Language Perspectives, Far North Queensland Indigenous Schooling Support Unit (FNQ ISSU), brings together EAL/D bandscales levels with teaching strategies to target the language learning needs of EAL/D students at each bandscale level.

Teaching strategies for specific bandscale levels have been developed for the following areas:

- Awareness of students’ language situation
- Being supportive of active participation in classroom talk
- Concrete stimuli for promoting talk
- Depth studies of written or multimedia texts
- Encouraging confident language use through rehearsal
- Focus on explicit language teaching

Explicit grammar teaching

It is essential to teach SAE grammar explicitly, systematically and consistently, contextualised within the texts being studied. Without explicit and appropriate grammar teaching, second language learners typically plateau at a level below their academic proficiency potential.

Classroom teachers need knowledge of grammatical features at a text, clause, group and word level. This enables them to analyse grammatical features of target texts and identify relevant aspects to share with students. This practice helps to provide EAL/D learners with the necessary linguistic tools to demonstrate their learning and to produce optimal texts.

If teachers teach a meta-language about grammar in SAE, then students and classroom teachers will share a common terminology for discussing grammatical forms and structures, and it will be possible to support students in acquiring a deeper and more accurate control of the second language. As the language of school becomes more contextually reduced and more abstract, the ability to explicitly discuss grammar in all key learning areas is necessary.

Additional resources

Bandscapes for Aboriginal and Torres Strait Islanders

www.education.qld.gov.au/students/evaluation/monitoring/bandscales/

TESOL resources are available from Library Services

### Listening

**New to Standard Australian English (SAE)**

- **Level 1 student** understands isolated key words in context.

**Beginning to comprehend familiar SAE**

- **Level 2 student** is beginning to understand familiar talk.

**Beginning to comprehend classroom SAE**

- **Level 3 student** understands some classroom talk.

**Developing comprehension of SAE**

- **Level 4 student** undertakes some learning through SAE.

**Consolidating comprehension of SAE**

- **Level 5 student** expands their comprehension of SAE.

**Becoming competent in SAE**

- **Level 6 student** comprehends extended talk in SAE.

### Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>New to SAE</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Beginning to comprehend familiar SAE</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Beginning to comprehend classroom SAE</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Developing comprehension of SAE</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Consolidating comprehension of SAE</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>Becoming competent in SAE</strong></td>
</tr>
</tbody>
</table>

#### Level 1 student understands isolated key words in context.
- recognises a few key familiar words supported by context, gestures, real objects, visuals.
- comprehends through non-verbal cues which match own culture or are visually supported.
- watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.
- joins in an activity but may not speak.
- may experience a social and emotional ‘orientation phase’ (overwhelmed with new learning situation, impact of trauma; need to develop trust in classroom relationships with teachers and peers), which can be prolonged.
- may spend a period (few days to a few months) acquiring language through listening but is not yet ready to speak (‘silent period’). This is a normal but not necessary phase of ‘active’ language learning.

#### Level 2 student is beginning to understand familiar talk.
- comprehends and responds to high frequency greetings, courtesy phrases and simple directions.
- depends on face-to-face contact with accompanying body language.
- responds physically to simple directions and instructions with extra support (e.g. gestures, repetition and rephrasing as needed) from the speaker.
- needs time to process what is heard.
- does not perceive certain sounds in SAE or certain combinations of sounds due to home language (HL) consonant/vowel configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for rhyming words).
- may appear to understand SAE, but may use non-standard forms of taught formulas SAE which provide evidence of being an EAL/D learner (e.g. says ‘Goldilocks an da tree bear!’).

#### Level 3 student understands some classroom talk.
- picks out some key words and phrases from teacher talk on familiar topics and where contextual support (pictures, gestures, etc.) is provided. Comprehends best in face to face contact, and when repetition, simplification and paraphrasing are provided by the teacher.
- comprehends and responds (e.g. yes/no) to routine enquiries with little difficulty.
- follows a short sequence of instructions related to familiar classroom procedures, (e.g. teacher says ‘bring your book to me and show me your story’).
- continues to need time to process what is heard.
- has difficulty following simple interactions at SAE speaker speed, or with background noise.
- has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.
- needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities).
- may rely on HL with peers for clarification around classroom tasks.
- relies on teacher knowing they speak another language.

#### Level 4 student undertakes some learning through SAE.
- comprehends with ease social SAE in familiar contexts (e.g. in general school context; in classroom interaction around activities, in playground interactions, on excursions), with only occasional help given by the speaker.
- follows instructions within the classroom learning activity if explained and presented clearly (i.e. with clear steps, modeling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small groups basis.
- misses precise details of teacher talk.
- continues to need time to process what is heard.
- has difficulty distinguishing relevant information due to background noise.
- requires constant scaffolding to process classroom learning, even though surface social spoken fluency suggests that such scaffolding is not necessary.
- may use strategies which give the impression that comprehension has taken place (e.g. nodding, smiling).

#### Level 5 student expands their comprehension of SAE.
- comprehends social SAE in a range of social contexts pertinent to their age level with little dependence on extra help from the speaker, especially if the topic is familiar.
- comprehends main points and most detail in learning activities on taught familiar topics if activities are language focused.
- gains general sense of new topic-specific language if contextual and language support is given, and time allowed for processing.
- misses some specific details of new learning because of lack of ‘depth’ of language, e.g. lack of understanding of complex ideas in learning activities when they are expressed through complex SAE language.
- has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).

#### Level 6 student comprehends extended talk in SAE.
- comprehends easily in most social and learning contexts relevant to their own age and phase of schooling.
- understands extended teacher talk at normal speed including new topics. Lapses, which sometimes occur generally, do not affect overall comprehension.
- sustains understanding of main ideas in group and whole class discussions involving more than one interaction.
### Speaking

#### New to Standard Australian English (SAE)

**Pre-Level 1 student uses home language exclusively.**
- May use language (HL) – spoken and 'body language' – even with SAE speakers (particularly creole speakers).
- May talk spontaneously in HL (e.g. during classroom activities).
- May answer SAE questions in HL.
- Needs an attentive listener to predict meaning (e.g. from gestures and context).
- May experience a social 'orphanage' (e.g. with their own HL peers), which can be prolonged.

**Level 1 student uses isolated SAE words.**
- May use SAE words occasionally (e.g. when naming or labelling some objects).
- Uses words that express immediate needs.
- Uses gestures to indicate meanings, needs, likes and dislikes.
- Needs an attentive listener to predict meaning (e.g. from gestures and context).
- May 'echo' SAE words and phrases.
- May talk spontaneously in HL (e.g. during classroom activities).
- May spend a period (few days to a few months) acquiring language but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of language learning.
- May experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.

### Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1</td>
<td>Student uses home language exclusively.</td>
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<tr>
<td>Pre-Level 2</td>
<td>Student is still using home language.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Student starts using SAE.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Student is using SAE.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Student is using SAE extensively.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Student is using SAE fluently.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Student is using SAE fluently.</td>
</tr>
<tr>
<td>Level 6</td>
<td>Student is using SAE fluently.</td>
</tr>
</tbody>
</table>

#### Beginning to use familiar SAE

**Level 2 student tries short utterances on their own.**
- Uses some routine and rehearsed social SAE (e.g. everyday polite requests such as 'Can I get a drink, please?').
- Begins combining words into a few (i.e. not rehearsed) two – three word utterances linked by sequence (i.e. not connotative) but needs supportive listener and environment.
- Makes slight deviations in routine formulaic SAE which indicate that SAE is not first language.
- Is developing confidence to take risks with their beginning SAE at school.
- May use some SAE to exert influence on a situation (e.g. directing others: says 'Sit on the mat' as part of morning routine).
- Is developing a larger set of single words.
- Makes meaning only when listener has prior understanding of the context.
- May talk spontaneously in HL (e.g. during classroom activities).

#### Beginning to participate in SAE

**Level 3 student participates in some classroom talk.**
- Joins in routine exchanges (e.g. greeting, simple routine classroom responses) without great difficulty.
- Needs to rely heavily on the context to and the conversation partner to follow meaning.
- Requires support from listener and environment.
- Makes meaning only when listener has prior understanding of the context.
- May talk spontaneously in HL (e.g. during classroom activities).

#### Developing use of SAE

**Level 4 student undertakes some learning through SAE.**
- Communicates in a growing range of familiar social and learning situations.
- Attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning.
- Prefers to express themselves without interruption or corrections.
- Sustains a conversation with an attentive adult on a familiar topic (e.g. describing classroom activities, retelling stories, describing past and present events) but may not provide explicit details.
- Has confidence to give a short morning talk but has fragmented language when attempting longer discourses.

#### Consolidating use of SAE

**Level 5 student expands their range of SAE.**
- Sustains participation in small group discussions on familiar learnt topics.
- Contributed own ideas and opinions in SAE in one-to-one conversation and with encouragement within supportive classroom context.
- Is fluent in familiar areas, though may still approximate SAE forms.
- Participates in regular classroom activities on familiar topics, but does not have the 'depth' of language needed to relate more complex ideas needed in learning through SAE.

#### Becoming competent in SAE

**Level 6 student expresses more complex ideas in SAE.**
- Uses SAE with fluency in all social and learning activities.
- Can participate in an interaction expressing own ideas and opinions with little help from teachers or peers though with some difficulties with precision of meaning.
- Expresses more complex ideas on both familiar and new topics as long as the context is well grounded.
Bandscapes State Schools (Queensland) — Early phase

Reading/viewing

<table>
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<th>New to reading and to SAE</th>
<th>Beginning to recognise words and word clusters</th>
<th>Beginning to comprehend short familiar texts</th>
<th>Applying developing reading skills</th>
<th>Consolidating reading skills</th>
<th>Becoming competent readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1 student is new to reading and to SAE.</td>
<td>Pre-Level 2 student begins to recognise familiar words and memorised word clusters.</td>
<td>Level 2 student begins to comprehend short familiar texts in SAE with contextual support.</td>
<td>Level 3 student begins to comprehend short familiar texts in SAE.</td>
<td>Level 4 student applies reading skills in familiar contexts and topics.</td>
<td>Level 5 student is becoming a confident reader within their limited language proficiency.</td>
</tr>
</tbody>
</table>

**Description**

- **New to reading and to SAE**
  - The student:
    - recognises their name, or part of it, in SAE.
    - recognises and names some letters and words within visual context, which they encounter frequently and for which meaning is given (e.g. signs and labels, brand names, police, school).
    - relays heavily on memory, teacher, and looking at a book, turning pages, studying pictures).
    - reads short and very familiar SAE texts within the range of ability expected at their phase of schooling (e.g. songs, nursery rhymes), with the support normally provided to learners at their phase of schooling (e.g. introduction of new vocabulary and concepts, taking around the topic).
    - can 'read short and very familiar SAE texts from memory."

- **Beginning to recognise words and word clusters**
  - The student:
    - reads short familiar texts (words and phrases in passages, short passages) with contextual support which uses language that has been recycled in a variety of ways.
    - is limited by their developing spoken proficiency in SAE.
    - reads own written stories to peers and teachers (using both memory and word recognition).
    - relays stories in HL with guided questioning and prompting from the teacher (e.g. Teacher asks 'What happened then? Oh they ... did they? What did they do then?').
    - begins to expect what is read in SAE to make sense.
    - indicates full meaning not achieved (e.g. says 'That make no sense!') and needs assistance to move from decoding to comprehension.
    - reads most texts (within level ranges expected at their phase of schooling) on familiar/taught topics but not at inferential and evaluative levels.
    - comprehends straight forward texts which relate to oral language and which are not overloaded with new language, concepts and culturally specific information.
    - needs teacher and contextual support for new language and concepts in informational texts on unfamiliar topics.
    - is able to read to acquire new learning.
    - needs support with cultural references and idiomatic language, patterns of poetry and rhymes in SAE.
<table>
<thead>
<tr>
<th>Writing</th>
<th>Level 1 student is new to writing.</th>
<th>Level 2 student attaches meaning to their writing in an approximation of SAE.</th>
<th>Level 3 student begins to write own very short texts.</th>
<th>Level 4 student produces small range of simple, short texts.</th>
<th>Level 5 student writes longer, familiar text types.</th>
<th>Level 6 student writes most text types in proficient SAE.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New to writing</strong></td>
<td>Pre-Level 1 student is newly introduced to concept of writing.</td>
<td>Level 2 student attaches meaning to their writing in an approximation of SAE.</td>
<td>Level 3 student begins to write with simple sentence structures.</td>
<td>Level 4 student produces small range of simple, short texts.</td>
<td>Level 5 student writes longer, familiar text types.</td>
<td>Level 6 student writes most text types in proficient SAE.</td>
</tr>
<tr>
<td><strong>Describes</strong></td>
<td>The student:</td>
<td>The student:</td>
<td>The student:</td>
<td>The student:</td>
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<td>The student:</td>
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<tr>
<td></td>
<td>• plays as initial form of self-expression.</td>
<td>• draws pictures as the context for their writing.</td>
<td>• begins to write their own very short texts (e.g. early recounts).</td>
<td>• writes simple short versions of an expanding range of text types on familiar topics (e.g. personal letters, descriptions, recounts, information reports, simple procedures).</td>
<td>• writes with some fluency some familiar written text types (e.g. personal letters, descriptions, recounts, information reports, narratives) or familiarised classroom topics.</td>
<td>• writes most texts at the level expected at the later stages of junior primary, e.g. narratives, recounts, procedures, information reports.</td>
</tr>
<tr>
<td></td>
<td>• prefers to use construction materials and objects to represent ideas rather than draw.</td>
<td>• responds to prompts from teacher about their own pictures for teacher to expand and scribe.</td>
<td>• is consigning a consistent message to their writing in SAE.</td>
<td>• needs support (e.g. pre-task talk, modelling, joint construction of texts, conferencing by teachers, provision of vocabulary) and needs more time than their SAE-speaking peers.</td>
<td>• is now supported by a well-developed overall proficiency in SAE that is reflected in their writing.</td>
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</tr>
<tr>
<td></td>
<td>• may have well-developed fine motor skills, spatial awareness and gross motor skills.</td>
<td>• includes experiments with writing letters and words.</td>
<td>• uses writing with early text structure but EAL/D features are clearly present and meaning will sometimes break down.</td>
<td>• writes with early text structure but EAL/D features are clearly present and meaning will sometimes break down.</td>
<td>• writes with some EAL/D features, however these generally do not impede meaning. Expresses own ideas in writing with encouragement.</td>
<td>• writes with increasing fluency and speed and this influences the length of text learners are able to produce.</td>
</tr>
<tr>
<td></td>
<td>• uses home language (HL) when communicating ideas.</td>
<td>• draws from environmental print (day and date on whiteboard) to label pictures.</td>
<td>• assigns a consistent message to their writing in SAE.</td>
<td>• needs strong support (e.g. pre-task talk, modelling, joint construction of texts, conferencing by teachers, provision of vocabulary) and needs more time than their SAE-speaking peers.</td>
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</tr>
<tr>
<td></td>
<td>• is new to literacy.</td>
<td>• writes own name.</td>
<td>• is affected in writing by limited proficiency in speaking and listening in SAE.</td>
<td>• writing is influenced by overall proficiency in SAE.</td>
<td>• needs support (e.g. pre-task talk, modelling, joint construction of texts, conferencing by teachers, provision of vocabulary) and needs more time than their SAE-speaking peers.</td>
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</tr>
<tr>
<td></td>
<td>• implements: paper, pencils, crayons.</td>
<td>• copies from environmental print (day and date on whiteboard) to label pictures.</td>
<td>• draws with EAL/D features such as inappropriate prepositions, missing endings, non-SAE word order) as they experiment with writing.</td>
<td>• begins to write texts containing related ideas around central topic or theme.</td>
<td>• writes with some EAL/D features, however these generally do not impede meaning. Expresses own ideas in writing with encouragement.</td>
<td>• writes with increasing fluency and speed and this influences the length of text learners are able to produce.</td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td>EAL/D students at these levels of listening, speaking, reading/viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students’ needs and additional support should be provided. Some students, for example students who speak creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they ‘should’ be able to understand what is being said in the classroom.</td>
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Listening

New to Standard Australian English (SAE)
Beginning to comprehend familiar SAE
Beginning to comprehend classroom SAE
Developing comprehension of SAE
Consolidating comprehension of SAE
Becoming competent in SAE

Level 1 student is new to SAE and draws on knowledge of their world in home language.
Level 2 student is beginning to comprehend routine social language in their immediate, familiar environment and to explore learning in SAE.
Level 3 student is developing listening competence in SAE for a range of social and classroom events and moving into learning through SAE.
Level 4 student is extending their range of language beyond their own immediate social environment and is experimenting with learning through SAE.
Level 5 student is consolidating SAE in an expanding range of social contexts but is limited in ability to comprehend complex ideas in SAE learning activities.
Level 6 student is becoming a competent user of SAE in most social contexts and a sound user of SAE in learning contexts but with gaps that need filling.

The student:
- recognizes a few key familiar words supported by context, gestures, real objects, visuals.
- watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation.
- comprehends through non-verbal cues given by the speaker which match own culture or when visually supported, particularly in a face-to-face situation.
- joins in an activity but may not speak.
- may tune out easily and avoid tasks that require a response.
- may be unable to sustain concentration and may be very tired in early stages of learning.
- may spend a period (few days to a few weeks) acquiring language through listening but is not yet ready to speak (‘silent period’). This is a normal but not necessary phase of ‘active’ language learning.
- needs respect for age and home language (HL) socio-linguistic competence.

The student:
- comprehends and responds to high-frequency greetings, courtesy phrases and simple directions.
- relies heavily on face-to-face contact and accompanying body language, with repetition and/or simplification on the part of the speaker.
- responds physically and verbally to simple directions and instructions if supported by gestures, repetition and rephrasing as needed.
- needs time to process what is heard.
- has very limited understanding of interactions amongst SAE speakers in class activities and amongst peers.
- does not perceive certain sounds in SAE in certain combinations of sounds due to HL consonant/vowel configurations (e.g. not hearing consonants at the ends of words, not hearing middle vowel sounds for thyming words).
- may cue into classroom activity (e.g. song) by following words on a page with finger, though comprehension should not be assumed.
- may appear to understand SAE, but may use non-standard forms of taught formulaic SAE which provide evidence of being an EAL/D learner (e.g. says ‘where da keys’ instead of ‘where is the key?’).
- is developing awareness (if creole speaker) of differences in language varieties (i.e. SAE vs HL) and needs assistance from teachers to expand these early understandings to avoid the student adapting HL rather than learning SAE.

The student:
- begins to comprehend and use a range of social and classroom spoken interactions which are short, simple and on familiar topics.
- comprehends best in face-to-face contact, and when repetition, simplification and paraphrasing are provided by the teacher.
- continues to need time to process what is heard.
- comprehends and responds (e.g. yes/no) to modest requests but with little difficulty.
- has difficulty following interactions at SAE speaker speed, or if there is noise.
- follows a short and familiar sequence of instructions (e.g. teacher says ‘open your English books and write these sentences’).
- has limited comprehension of a range of grammatical features such as prepositions, verb tenses, pronouns and adverbs in addition to content words.
- needs one-on-one assistance after teacher instruction to clarify the task when commencing learning activity (e.g. writing tasks, group activities).
- may rely on HL with peers for clarification around classroom tasks.
- relies on teacher knowing they speak another language.

The student:
- understands social SAE in most familiar contexts but still needs additional help from SAE speakers (e.g. gestures, modified speech, provision of wait-time).
- begins to comprehend in academic learning activities if help is given by the SAE speakers (as above) and if contextual support (e.g. reference to pictures, diagrams, materials, and so on) is provided.
- follows instructions within the classroom learning activity if explained and presented clearly (i.e. with clear steps, modelling of the task, logical sequencing of steps) but will often rely on further repetition of instructions on a one-to-one or small groups basis.
- continues to need processing time.
- requires intensive scaffolding and bilingual assistance to comprehend spoken input in tasks containing an abstract level (e.g. comparison, classification; science concepts such as magnetism, strength force, orbit; maths concepts such as maths formulae, algebra and trigonometry; history concepts such as exploration, distance travelled).
- misses details of teacher talk (e.g. paragraph/vocabulary such as collar, cuff, seam as parts of shirt).
- misses basic information due to levels of background noise.
- requires constant scaffolding to process classroom learning, even though surface social spoken fluency suggests that such scaffolding is not necessary.
- may use strategies which give the impression that comprehension has taken place e.g. nodding, smiling.

The student:
- comprehends SAE in most social situations.
- comprehends most extended teacher and peer talk in academic learning activities on familiar topics, if contextual support is available, however will lack ‘depth’ of comprehension of more complex discourse.
- gains the sense of new topics delivered with extensive contextual and teacher support though will lack precision, and need paraphrasing and explanation.
- grasps the connection of ideas and details within an extended spoken discourse on a new topic only if extensive support and time to process are provided (e.g. viewing ‘Behind the News’ with teacher introduction, pre-listening focus activities and multiple viewings broken into sections).
- requires extensive vocabulary support for new topics.
- continues to have some difficulty comprehending extended teacher talk at normal speed.
- experiences difficulty comprehending complex ideas in learning activities when they are expressed through complex SAE language.
- has difficulty distinguishing relevant information due to background noise (e.g. in a school assembly).

The student:
- comprehends social SAE with ease.
- understands extended teacher talk on familiar and new curriculum topics (within the range of ability expected at their phase of schooling) with only occasional lapses of understanding, though lapses will generally not affect overall comprehension.
- sustains understanding of main ideas in group discussions involving an increasing number of interactions, but will have some gaps in comprehension where there is quick interaction of ideas.
- has difficulty comprehending culturally overladen texts, humour, puns and idioms.
- needs support to evaluate cultural attitudes, assumptions and beliefs in spoken texts.
### Speaking

**New to Standard Australian English (SAE)**

- **Level 1 student** uses occasional single SAE words.
- **Pre-Level 2 student** is beginning to understand and use some familiar SAE words and phrases.

**Beginning to use familiar SAE**

- **Level 2 student** is beginning to experiment with short SAE utterances.
- **Level 3 student** is developing a range of social and classroom language and is moving into learning through SAE.

**Beginning to participate in SAE**

- **Level 4 student** is extending the range of language beyond immediate social environment and experimenting with learning through SAE.
- **Level 5 student** is consolidating SAE language use in an expanding range of contexts and able to take a collaborative role in academic learning activities.

**Developing use of SAE**

- **Level 6 student** is becoming a competent user of SAE in most social contexts. Use of SAE in learning contexts is sound but gaps need filling.

#### Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptors</th>
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| Level 1 | - labels some objects and uses occasional words related to classroom needs (e.g. pencil; Miss).  
- may use home language (HL) to express immediate needs.  
- uses HL gestures to indicate meaning, particular needs, likes and dislikes.  
- may work through a HL-speak peer or adult to communicate needs.  
- may echo words and phrases of other children and adults.  
- may spend a period (few days to a few months) acquiring language but is not yet ready to speak ("silent period"). This is a normal but not necessary phase of language learning.  
- may experience a social and emotional 'orientation phase' (overshelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged.  
- requires an interpreter for important communication within school or between school and family (up to level 5). |
| Level 2 | - begins to use parts of routine and formulaic social language (e.g. says "good morning").  
- uses single words or taught two – three word formulae to convey basic needs.  
- is developing a larger set of single words.  
- relies on attentive speaker (gestures, context, object and pictures) to help with communication.  
- participates in group reciting of learnt classroom vocabulary, alphabet, numbers and so on.  
- repeats simple formulaic SAE sentences following model provided by teacher and supported by sympathetic speaker who provides prompts as required.  
- may make slight deviations in routine formulaic SAE which indicate that SAE is not first language.  
- constructs (says aloud) simple formulaic SAE sentences, guided by teacher modelling. |
| Level 3 | - uses routine and rehearsed social SAE (e.g. everyday polite requests such as "Can I get a drink, please?").  
- participates in guided face-to-face interactions with a familiar, supportive adult.  
- begins combining words into a few, i.e. not rehearsed, two – three word statements linked by new words (i.e. not connectives) but needs supportive listener and environment.  
- relies on gestures and/or peers and help from the listener.  
- relies heavily on learned formulaic language and routine phrases that are comprehensible and substitutes new words or phrases as they are acquired.  
- may need or prefer a long wait time before responding in SAE.  
- makes errors when approximating SAE and these should be valued as a sign of language acquisition and ongoing development.  
- relies on teacher knowing they speak another language (create speaker). |
| Level 4 | - participates in face-to-face interactions in SAE on familiar classroom or personal interest topics but with frequent breakdowns in fluency and meaning due to limited SAE resources.  
- generates own language beyond formulae and two – three word utterances. This creative use of SAE is an expected developmental phase.  
- relies heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say, giving supportive gestures and facial expressions, rephrasing questions).  
- participates in class interaction on familiar topics where teacher directs questions towards them individually, using contextual support, repeating and rephrasing and elaborating, but will have difficulty participating in discussions between teacher and learners at SAE-speaker speed.  
- participates in group learning activities with SAE-speaker peers only with a clear role definition (e.g. as the time keeper), which does not require much SAE utterances.  
- makes approximations to SAE forms and so-speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.  
- participates in academic learning activities on familiar topics if supported by teacher and context (modelling, scaffolding, recycling of language) and if sufficient time is provided (e.g. can describe processes such as "the water cycle" in simple terms).  
- explores more complex ideas in HL with HL-speaking peers and adults.  
- gives a short prepared formal spoken report with heavy word-for-word reliance on their written text and with little ability to respond to questions beyond giving yes/no answers.  
- gives short responses to open-ended questions.  
- makes approximations to SAE forms and so-speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.  
- requires time to process thoughts and formulate SAE utterances. |
| Level 5 | - interacts socially with familiar SAE-speaking adults and peers in most informal contexts (e.g. discussing events with the teacher and peers in the school vehicls/canteen the shop, on an excursion with teachers/adults).  
- attempts to express complex thoughts and feelings in English but relies on attentive conversation partner to follow meaning.  
- prefers to express themselves without interruption or corrections.  
- uses words and phrases in strings to participate in two – three word utterances. This creative use of SAE is an expected developmental phase.  
- relies heavily on the context and on the conversation partner for support (e.g. allowing time for the learner to process what they want to say, giving supportive gestures and facial expressions, rephrasing questions).  
- participates in class interaction on familiar topics where teacher directs questions towards them individually, using contextual support, repeating and rephrasing and elaborating, but will have difficulty participating in discussions between teacher and learners at SAE-speaker speed.  
- participates in group learning activities with SAE-speaker peers only with a clear role definition (e.g. as the time keeper), which does not require much SAE utterances.  
- makes approximations to SAE forms and so-speaking and writing will contain errors (which are a sign of language development) but meaning is generally unimpeded.  
- requires time to process thoughts and formulate SAE utterances. |
| Level 6 | - sustains participation in interactions in SAE in an expanding range of contexts expected at their phase of schooling.  
- is fluent in social speech with few breakdowns in communication.  
- participates and collaborates in class and group learning activities with other SAE-speaking learners, but does not have the "depth" of language required to relate complex ideas which are needed in certain academic learning activities in SAE (e.g. in a persuasive text in Studies of Society and Environment, in an explanation of a science process).  
- is less dependent on the conversation partner for repetition or reformulation, especially if the topic is familiar but will have difficulty if topics are unfamiliar and cultural references are frequent and if specific details are required.  
- contributes to new topic-specific discussions if teachers and contextual support is given and if time is allowed for processing before a response is expected.  
- takes an active and productive part in all social and academic learning activities (within the range of ability expected at their phase of schooling).  
- expresses more complex ideas (at their level of cognitive development) on both familiar and new curriculum topics as long as the content is well grounded.  
- has some difficulties in expressing precision of meaning in academic language.  
- takes an active and productive part in group activities around academic topics.  
- has a particular strength in fluency.  
- has some difficulties contributing to discussions involving evaluation of cultural attitudes, assumptions and beliefs expressed in written texts because of the complexity of language needed. |

**Bandscales State Schools (Queensland) — Middle phase**
### Reading/viewing

<table>
<thead>
<tr>
<th>New to reading</th>
<th>Beginning to recognise words and word clusters</th>
<th>Beginning to comprehend short familiar texts</th>
<th>Applying developing reading skills</th>
<th>Consolidating reading skills</th>
<th>Becoming competent readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Level 1 learner is new to reading print in SAE.</td>
<td>Level 1 learner is beginning to develop emergent print literacy skills.</td>
<td>Pre-Level 2 learner is beginning to recognise familiar words and short word clusters in known contexts.</td>
<td>Level 2 learner is beginning to recognise familiar words and short word clusters in SAE in a variety of contexts.</td>
<td>Level 3 learner is beginning to comprehend short texts in SAE on familiar topics with contextual support.</td>
<td>Level 4 learner has an expanding range of texts but with the ‘depth’ of understanding limited by overall proficiency in SAE.</td>
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</tbody>
</table>

### Student Descriptions

#### Pre-Level 1 learner
- **The student:** has visual literacies from real life settings (e.g., recognised different CD/DVD covers and artists, television programs; ordering a fast food meal).
- **The student:** recognises and names some letters and words (within visual context) which they encounter frequently for which meaning is given (e.g., commercial logos, signs and labels, brand names, schools, police).
- **The student:** becomes familiar with Roman script.
- **The student:** may have literacy understandings and strategies from first language.
- **The student:** learns to distinguish between different visual cues in their environment and may demonstrate well-developed observational skills.
- **The student:** may have difficulty with decoding (phonological, word recognition) and language level-appropriate print literacy skills.
- **The student:** brings to their learning experiences and may be reluctant to engage in reading and viewing activities.

#### Level 1 learner
- **The student:** recognises familiar words and short word clusters in SAE if these have been recycled often in variety of language activities (e.g., word bank charts).
- **The student:** recognises some familiar words in context but is not able to transfer their knowledge to a different context (e.g., familiar words and word rhymes) in shared reading sessions, but is unaware of the meaning carried by structural words such as ‘the’, ‘and’, ‘of’, ‘if’, ‘what’, ‘when’.
- **The student:** has a limited range of sight vocabulary (words/phrases).
- **The student:** reads familiar SAE texts from memory.
- **The student:** has difficulty at the middle decoding level. This can be achieved through modelling reading and choosing language level-appropriate reading materials.
- **The student:** communicates in their home language (HL) and may have some oral proficiency and understanding in SAE.
- **The student:** may have conceptualisations of school print literacy based on previous school-based experiences and may be reluctant to engage in reading and viewing activities.

#### Level 2 learner
- **The student:** recognises and gains 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.
- **The student:** reads with support (e.g., scaffolding the text) and may use some decoding skills when reading unfamiliar SAE but is 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.
- **The student:** is unable to read or predict meaning in texts because of lack of language level.
- **The student:** has difficulty because their spoken language is different from that met in the text (i.e., pronunciation, sentence structure will be different).
- **The student:** can express lack of understanding in SAE when reading comprehension has broken down (e.g. ‘what “escalator”?’); however, may not always be able to express their lack of understanding precisely.

#### Level 3 learner
- **The student:** comprehends short texts in SAE on familiar topics (e.g., short recounts) with contextual support.
- **The student:** reads, with support (e.g., scaffolding the text) and may use some decoding skills when reading unfamiliar SAE but is 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.
- **The student:** has difficulty at the middle decoding level. This can be achieved through modelling reading and choosing language level-appropriate reading materials.
- **The student:** communicates in their home language (HL) and may have some oral proficiency and understanding in SAE.
- **The student:** may have conceptualisations of school print literacy based on previous school-based experiences and may be reluctant to engage in reading and viewing activities.

#### Level 4 learner
- **The student:** comprehends a wide range of texts which are related to personal, social and general school contexts which are not culturally overladen (e.g., self-chosen stories, popular magazines, instructions for games, school notices, class-constructed and individual books and tests).
- **The student:** reads subject-specific texts and more complex learning materials, but ‘depth’ of understanding is limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references) and therefore their ability to predict meaning from semantic and syntactic cues.
- **The student:** identifies main idea and some supporting details from argument texts on familiar subject-specific topics.
- **The student:** needs texts to be context-enhanced (e.g., with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used.

#### Level 5 learner
- **The student:** comprehends a wide range of texts which are related to personal, social and general school contexts which are not culturally overladen (e.g., self-chosen stories, popular magazines, instructions for games, school notices, class-constructed and individual books and tests).
- **The student:** reads subject-specific texts and more complex learning materials, but ‘depth’ of understanding is limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references) and therefore their ability to predict meaning from semantic and syntactic cues.
- **The student:** identifies main idea and some supporting details from argument texts on familiar subject-specific topics.
- **The student:** needs texts to be context-enhanced (e.g., with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used.

#### Level 6 learner
- **The student:** comprehends most texts at the level and within the range of ability expected at their phase of schooling but has difficulty with highly culture-specific content.
- **The student:** uses 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).
- **The student:** reads subject-specific texts and more complex learning materials, but ‘depth’ of understanding is limited by their overall proficiency in SAE (knowledge of complex structures, breadth of vocabulary, cultural references) and therefore their ability to predict meaning from semantic and syntactic cues.
- **The student:** identifies main idea and some supporting details from argument texts on familiar subject-specific topics.
- **The student:** needs texts to be context-enhanced (e.g., with supporting pictures) and supported by teacher explanations of concepts, cultural references, text structure and language used.
New to writing in SAE

Pre-Level 1 learner is new to writing.

Pre-Level 1 learner is new to writing.

Pre-Level 2 learner is beginning to reproduce writing.

Level 2 learner is beginning to experiment with writing.

Level 1 learner is a concept of writing.

Level 2 learner is beginning to experiment with writing.

Level 2 learner is beginning to experiment with writing.

Level 3 learner is beginning to experiment with familiar guided contexts.

Level 3 learner is beginning to experiment with familiar guided contexts.

Level 4 learner is experimenting with longer and more structured discourse.

Level 4 learner is experimenting with longer and more structured discourse.

Level 5 learner is growing in independence in expressing but complexity and precision is limited.

Level 5 learner is growing in independence in expressing but complexity and precision is limited.

Level 6 learner is becoming a competent writer.

Level 6 learner is becoming a competent writer.

Description

The student with limited schooling:

- may have well-developed fine motor skills (e.g. able to carve wood, thread sinners, braid hair, play electronic games).
- may be inexperienced with using writing implements and may need time to experiment with pens and other writing implements.
- may have had limited school experience.
- brings to their learning levels of maturity and a range of knowledge, understandings, skills and attitudes and will benefit from respect and acknowledgment of this.

The student:

- reproduces environment print and sentences from teacher's scribbling (from blackboard writing/teacher's writing in their workbooks/sentence strips/word banks).
- selects words (with picture cues) to fit in the blanks in guided cloze activity with teacher support.
- writes captions/labels on pictures/diagrams with maximum scaffolding (e.g. labels parts of an engine using a word list).
- requires a high degree of intensive scaffolding and one-to-one teacher/adult support to engage in and complete tasks designed for their year level.
- may select and copy printed material when given an unsupported task above their writing ability without one-on-one support, but as yet may have little understanding of what they are coping (e.g. copying out pages of an encyclopaedia to show that they are writing).

The student with limited schooling:

- is developing concepts and awareness of print upon which literacy development can be based.
- is 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.
- is restricted in their ability to write in SAE until their literacy set is fully established and until an initial familiarity with SAE language and culture in the school and classroom context is gained.
- may be learning a new script.

The student:

- generates own short texts on familiar topics (e.g. recounts, email messages, straightforward telephone messages, letters, reports, descriptions), in highly supported contexts with specific modelling of text structure and language features (e.g. word banks).
- connects simple sentences/statements approximating sentences with cohesive devices (e.g. and, but, then), very limited in range, typical of the spoken mode.
- writes with EAL/D features reflecting their acquisition of SAE and this use of inter-language is a sign of second language progress and should be sensitively supported.
- requires one-on-one assistance to clarify and understand and commencing writing tasks because of gaps in EAL/D listening (up to level 5).
- requires extra time to process thoughts in test situations (up to Level 6).
- needs strong EAL/D support (e.g. pre-task and post-task task, modelling, joint construction).

The student:

- writes coherent texts on familiar topics (e.g. reports, longer recounts, procedures) modelled on those read with and/or by the teacher but with EAL/D features (e.g. difficulty with word order, tense usage, prepositions, plurals).
- writes upper primary/junior secondary texts (e.g. imaginative narrative, longer descriptive, simple film reviews and information texts) with extensive EAL/D-informed support.
- has uneven control of text structures such as paragraphs, sentences, syntax, cohesive devices and may conform closely to teacher model.
- sees themselves as writers and have success.
- expresses complex thoughts (e.g. explanation, interpretation, evaluation, argument) but in doing so, the text may become less coherent and less accurate (a sign of language growth) and requires more on the part of the reader to comprehend intended meaning.
- this risk-taking is to be encouraged as it enables progress.

EAL/D students at these levels of listening, speaking, reading/viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, e.g. students who speak creoles, may plateau at level 2 in listening because of the lack of understanding that the language they speak is not SAE. That is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they 'should be able to understand what is being said in the classroom.'

Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks.

Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks.

Implications

Students at this level need specialist support. Where this is not possible, the teaching and learning program at the mainstream school should provide extra scaffolding to meet these students' needs and additional support should be provided. Students will benefit from more time for the reading and writing required in assessment tasks. Though some HL features persist which will not impede meaning.

Can take notes and write a researched report (at the level expected at the phase of schooling) provided the task is carefully structured (e.g. specific questions to be addressed or outlined in a table around the topic; drafting and redrafting); however, is likely to need more time for both the reading and writing required in order to produce their best work.

Uses extended drafts, given time.

Uses fluently, using simple and complex sentences and appropriate connectors (at the level expected of their phase of schooling) reflecting ability to organise a sense of main ideas and details.

Uses more complex sentence structures, with occasional EAL/D features (e.g. omitted articles, inappropriate prepositions).