English as a second language

Introduction

The English as a Second Language (ESL) Scope and Scales are programming and reporting support materials for all teachers of learners for whom English is an additional language or dialect. The ESL Scope and Scales describe the linguistic and cultural resources that characterise the use of English, especially Standard Australian English.

The Scope and Scales relate explicitly to the South Australian Curriculum, Standards and Accountability (SACSA) Framework as a whole. The Scope and Scales are intended for all teachers of ESL learners. As such, they are concerned with the teaching and learning in all the Learning Areas.

Texts and contexts for ESL

The core content of ESL is language and culture, which are learned and taught through texts (spoken, written and multimodal) in social and cultural contexts. The texts and contexts for ESL learning are the texts and contexts of all the Learning Areas within the SACSA Framework, such as the report writing used in science and society and environment, the terminology and formulae of mathematics, the creative writing and critical responses of English, the multimodal representations in arts and website designs in design and technology.

Like other learners, learners of ESL need to:

- develop the Essential Learnings, Key Competencies and the skills related to Enterprise and Vocational Education
- understand and contribute to discussions on issues of equity
- participate successfully in the wide range of texts and contexts that comprise the Learning Areas.

To achieve these goals of the SACSA Framework, and consistent with its constructivist approach, learners of ESL will be active in their learning in a range of sociocultural contexts. They will be active in developing:

- an understanding of context, the variables of context and the relationships between context and text

- an understanding of the cultural references in texts—the references to other texts or cultural events or significant persons

- the ability to draw on a wide range of language elements and non-verbal ways of communicating

- the ability to choose appropriately and critically from these resources for the range of contexts in which they will participate inside and outside the classroom.

Range of ESL learners

Whether learners of ESL enter schooling with varying levels of English or whether, as Aboriginal or Torres Strait Island people, they enter schooling with Aboriginal English as a dialect, they are faced with:

- learning the school curriculum through Standard Australian English

- learning to use and respond to English critically

- learning about the English language system

- learning how to learn in the Australian educational system.

Learning language and culture

It is also important to acknowledge the prior learning that has happened in dialects and languages other than Standard Australian English. Learners of ESL are members of diverse cultural groups, who represent and construct their world in a multitude of ways, sometimes similar to and at other times markedly different from the ways of the educational context they are entering. Since language is the primary resource for making meaning in a culture, learning a new language means learning a new culture, new ways of behaving and new ways of perceiving the world they already know; extending and adding a further dimension to their existing perspectives.

Learning ESL is a long-term process and learners will develop Standard Australian English language skills at different rates depending on a range of factors. These include:

- previous educational experiences

- the degree of exposure to and use of Standard Australian English

- the similarities or differences between the learner's first language(s) or dialects and Standard Australian English

- the learner's health, motivation and self-esteem

- the in-school and out-of-school environment.

First and second language learning

Learners of ESL are at various stages of development in their first language and draw, in varying degrees and ways, on their first language as a basis for developing English. For those proficient in a first language, their learning of Standard Australian English may be characterised by comparisons with their first language or dialect and also by comparisons with the knowledge of the world they have developed through their first language. Those whose first language is not well developed are even more reliant on their initial experiences of learning Standard Australian English being as positive and supportive as possible. This is highly significant when issues of reading and writing are considered. Generally, those learners who can read and write in their first language will find it easier to read and write in Standard Australian English.

For most learners of ESL, their only models and use of formal, academic Standard Australian English come at school. This means that the classroom is centrally important in their learning of how to use formal language powerfully for both schooling and non-schooling purposes.

ESL Scope & Scales and the SACSA Framework

The ESL Scope and Scales are essential resources for all teachers in supporting learners of ESL to achieve the Learning Outcomes described in the SACSA Framework. The ESL Scope outlines the language demands that need to be addressed in supporting learners of ESL across the curriculum. The ESL Scales describe a language and learning continuum for Standard Australian English and are to be used in identifying an ESL learner's level of achievement in Standard Australian English.

In supporting learners of ESL and reporting their performance, educators should use the ESL Scope and Scales in conjunction with the Curriculum Scope and Standards of the Learning Areas. It is through the Learning Areas that links can be made with identification and discussion of constructivism, the Essential Learnings, Enterprise and Vocational Education, and Equity Cross-curriculum Perspectives.

The diagrams on the next page show the structural relationship between the Scales, the Curriculum Standards, the year levels and the Curriculum Bands. Note that, because learners of ESL will vary greatly in their Standard Australian English language development, they will be at markedly different points on the ESL Scales. For example, a Year 2 ESL learner may be anywhere between Scale 1 and 6. A Year 10 learner of ESL may be anywhere between Scale 1 and 14. The shading in the diagrams on the next page illustrate this point.

Early Years

						R	1	2
	Year level					R	1	2
	Standards							1
	ESL Scales	1	2	3	4	5	6	
ESL learners	Reception							
	Year 1							
	Year 2							

Primary Years

								3	4	5
	Year level							3	4	5
	Standards						1		2	
	ESL Scales	1	2	3	4	5	6	7	8	9
ESL learners	Year 3									
	Year 4									
	Year 5									

Middle Years

										6	7	8	9
	Year level									6	7	8	9
	Standards						1		2		3		4	
	ESL Scales	1	2	3	4	5	6	7	8	9	10	11	12	13
ESL learners	Year 6												
	Year 7												
	Year 8												
	Year 9												

Senior Years

														10	11–13
	Year level													10	11–13
	Standards						1		2		3		4		5	
	ESL Scales	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
ESL learners	Year 10														
	Years 11–13														

ESL Scope & Scales and accountability

Scope

The ESL Scope for each Curriculum Band has been written with the particular expectations of that Band in mind, but ESL learners at the lower end of the Scales will not be able to meet these expectations in Standard Australian English. Therefore, when programming lessons for these learners, it will be necessary to refer to the Key Ideas in the Scope of the earlier Band(s)

Scales

The diagrams also show that a learner of ESL who has achieved Scale 6 has developed the kind of language needed to achieve the Outcomes of Standard 1 in the various Learning Areas. If the learner is in the Early Years Band, this means that they are no longer regarded as a learner of ESL, having developed language typical of a learner who has Standard Australian English as their primary language. This also happens for the other Bands. If the learner is in the Primary Years Band, they are no longer regarded as a learner of ESL if they have achieved Scale 9. For the Middle Years Band, it is Scale 13 and for the Senior Years Band, it is Scale 14. It can also be said that demonstration of a particular Scale indicates achievement of the language skills appropriate to a particular year level.

Polias J (2003), Department of Education and Children's Services, Adelaide

Using the Scope & Scales

Why should I read the Scope before the Scales?

To understand the organisation of the Scales, the Outcomes and the points of evidence, it is necessary to understand clearly the strands and the links between them. This can be achieved only by reading the Scope.

In summary, the Scope includes:

● detailed descriptions of the strands *text in context* and *language*

● examples and explanations of the kind of language encountered in the Scales

● articulation of the Key Ideas for the relevant Curriculum Band.

What are the links between the Scope & Scales?

The Scope and Scales are organised so that there is a direct and continuous link between the two. This is achieved through the components of the strands. So *genre*, *field*, *tenor* and *mode* can be followed through the whole document, from Scope to Scales.

Note that, in the Scales, there is one Outcome that covers both strands, *text in context* and *language*. This decision was made because the elements in the language strand express the elements in the text in context strand. It also minimises the number of Outcomes and hence increases the ease of use.

The following diagram illustrates this for a Curriculum Band.

SCOPE		SCALES	
Text in context	*Language*	*Text in context*	*Language*
Genre Key Idea	**Genre** Key Idea	**Genre** Outcome	
Field Key Idea	**Field** Key Idea	**Field** Outcome	
Tenor Key Idea	**Tenor** Key Idea	**Tenor** Outcome	
Mode Key Idea	**Mode** Key Idea	**Mode** Outcome	

This means that it is possible to program for ESL learners using the Scope and its strands of *text in context* and *language*, assess using assessment tools that use the same strands and strand components and then report using the Scales.

Polias J (2003), Department of Education and Children's Services, Adelaide

Is there a difference in the Scales accompanying the Scopes for each Band?

Essentially, the versions of the Scales accompanying the Scopes are the same. The important difference is in some examples of the points of evidence. For example, the use of first language dictionaries is a point of evidence that is relevant for the Primary, Middle and Senior Years Bands but not for the Early Years Band.

Primary Years Band — **English as a second language**

Polias J (2003), Department of Education and Children's Services, Adelaide

English as a second language (ESL) Scope & Scales

Curriculum Scope

Learners of ESL in the Primary Years have had widely varying experiences with the Standard Australian English language depending on a range of possible factors: whether they are attending, or have attended, an intensive language centre; whether they began learning English before arriving in Australia; whether they have received ESL support in their first three years of schooling; how distant the home language(s) or variety of English, such as Aboriginal English, is from Standard Australian English; the level of oracy and literacy developed in their first language; and their previous schooling experiences.

Strand structure

Learners of ESL are concerned with successfully understanding and producing a range of texts in Standard Australian English, using the full potential of the language across diverse situational and sociocultural contexts. Accordingly, ESL is organised through two strands: *text in context* and *language*.

The two strands are directly related; the text in context strand can be seen as the broader strand, while the language strand can be seen as the more specific strand, which consists of the various resources available in the English language (including the non-verbal elements) that express the text in context strand. Learning about and learning to use language strategies are incorporated in the two strands in the Scales.

Both strands are constructed at two levels of context: the sociocultural context and the situational context. The sociocultural context reflects a diverse range of values, beliefs and behaviours that influence texts and language. These values, beliefs and behaviours are achieved in a culture through different genres. Within the broad sociocultural context, the situational context comprises three variables: field, tenor and mode (described in the strand descriptions). The following chart elaborates on this, summarising the component parts of the two strands and indicating the links between them.

Polias J (2003), Department of Education and Children's Services, Adelaide

	Text in context	*Language*
Sociocultural context Genre	describes the range of text types, or genres, their specific purposes, their structure and their cohesion	describes the language choices that structure texts appropriately and make them cohesive
Situational context Field	describes the 'what', or content, of a context and text, its informational elements, which range from everyday vocabulary to technical vocabulary across all the Learning Areas	describes the word groups and phrases which construct the content: that is the processes involved (eg actions and sensings), the participants (eg the people, things and concepts) in those processes and the circumstances (eg when, where, how and why) in which those processes occur
Tenor	describes the 'who' of a context and text, its interpersonal elements, which deal with formality and familiarity, with the attitude of the speaker/writer and how informed they are	describes the language choices available depending on who is involved: for example, who can question or command, and how degrees of certainty are expressed
Mode	describes the 'how' of a context and text, its textual elements, which deal with the range of texts constructed in a variety of modes, from highly spoken to highly written and including a range of technologies (eg telephone, e-mail or pen)	describes the language choices that organise a text according to how spoken or written the text is; focusing on what comes first and last in sentences, paragraphs and whole texts, and describing how symbols and diagrams are used in multimodal texts

The conception that the language strand expresses more specifically the text in context strand means that one broad outcome is relevant for both strands. Therefore, in each Scale, there is one Outcome for each of genre, field, tenor and mode.

Polias J (2003), Department of Education and Children's Services, Adelaide

Text in context

The text in context strand outlines the range of contexts learners of ESL are expected to interact in and the range of texts they are expected to use and respond to in the academic and social environment, where Standard Australian English is used.

Sociocultural context

Each culture develops, over time, certain accepted ways of using language to achieve particular purposes. These accepted and predictable ways are known as genres. There are as many genres as there are social activities recognisable by the members of the cultural group.

The fact that genres are assumed, expected ways of interacting is significant for learners of ESL, whose cultures often do not share the assumptions and expectations of English-speaking cultures. Part of a learner's language development is building the knowledge—linguistic and cultural—that enables them to make competent choices in the various genres. Some learners of ESL may have already developed partial or full understanding of the genres of their first language and are now learning the educational genres prevalent in Australian schools.

Learners of ESL in the Primary Years are learning how to communicate in both spoken and written contexts at the same time, and also learning how to construct texts using a range of communication technologies, including information and communication technologies (ICTs). The SACSA Framework involves them in learning both collaboratively and independently, learning through problem solving and developing critical perspectives. They are required to examine known consequences and predict future implications, express views from different perspectives and put forward reasoned arguments about issues using valid evidence. These curriculum demands have implications for learners of ESL in terms of the linguistic and non-linguistic skills and abilities they develop.

In the Primary Years, learners of ESL are responding to and using, both collaboratively and independently, a range of genres in all the Learning Areas. These genres become increasingly longer, analytical and more complex with respect to the information presented in the text. Recounts, for example, which are simple and personal in scope in the early years of schooling, are now more complex as the world being represented in the text (the people, places, activities and thoughts) becomes more elaborate. Learners present their views in simple arguments (arguing one point of view), begin to write examples of the discussion genre (arguing two or more points of view) and begin to construct information reports using ICTs. In Learning Areas such as science, design and technology, and society and environment, learners are developing their understandings of physical and social processes through adding elements of cause into their sequential explanations.

The diagram on the next page outlines the typical genres in educational contexts and their social purposes for this Band.

	Genre	*Purpose*
Story genres	Narrative and traditional stories such as fables, myths	To entertain as well as to instruct the reader or listener about cultural values.
	Personal recount	To record chronologically a series of past personal events in order to entertain, and to form and build on relationships.
	Observation	To respond personally to things or events.
Factual genres	Description	To describe some of the features of particular people, places or things. This can lead to the 'Appearance' stage in information reports, for example.
	Information report – taxonomic – descriptive	To provide accurate and relevant information about our living and non-living world. Reports often include visual texts. A taxonomic report will usually answer the question: What kinds? while a descriptive report will answer: What about? (eg A report entitled Whales will usually be taxonomic, while one entitled *The Humpback Whale* will be descriptive.)
	Sequential explanation	To explain how processes occur in our social and physical worlds, sequencing the process chronologically.
	Argument	To present arguments on an issue, taking a firm position.
	Procedure	To instruct someone to make or do things.

Adapted from resources developed by the Disadvantaged Schools Program, Metropolitan East Region, NSW Department of School Education

Situational context

As has been mentioned above, any situation where language is used can have three variables: field, tenor and mode. These will be elaborated on below. To develop the language necessary to participate fully in Australian educational, social and political contexts, ESL learners need to develop their language in as many combinations of these three variables as possible within the sociocultural contexts already described.

Field

Field refers to the content of the context. The range of fields of the various contexts are provided by the Learning Areas. These fields vary in degree of technicality and it helps to see this variation along a continuum. At one end, fields are concerned with the 'everyday'; in the middle, the fields are becoming specialised as people's personal interests become specialised; and at the other end, fields are quite technical. Schooling can be seen as the way our culture takes a technical perspective on the events in the world around us. For example, in health and physical education, increasingly technical terms would be necessary to discuss the parts of human bodies as a way of developing understandings of identity and growth. For learners of ESL, the additional learning comes because they are often learning the everyday terms at the same time as the technical ones.

Field continuum

everyday fields	*specialised fields*	*highly technical fields*
everyday *typically concrete and specific*	*combination of specific and non-specific,* *technical and non-technical*	*typically generalisations and* *abstractions*
Shared by nearly all members of the culture (eg shopping, using public transport, eating)	Not shared by all members of the culture (eg gardening, surfing, cooking, ICTs)	Shared by few members of the culture and often take many years develop, typically in senior secondary or tertiary institutions

Tenor

Tenor is concerned with the interpersonal elements of the context. These interpersonal elements are determined by who the language users are in the specific situation: the writer and reader, or the speaker and listener, or the producer and the viewer. These language users are shaped by their relationships, their status, their degree of contact, and their degree of emotional involvement. As with field and mode, tenor can also be viewed as a continuum. The tenor continuum ranges from familiarity, informality and closeness to unfamiliarity, formality and distance. All learners are participating in contexts that vary along this continuum. The additional

learning for learners of ESL is learning how to interact with others at the same time as learning to be critically aware of the appropriateness of their own language choices and the choices of others—and what is considered appropriate in various contexts varies across cultures.

Tenor continuum

informal	*increasing formality*	*formal*
familiar: greatest contact *status differences are least relevant* *uninformed*	*decreasing contact* *neutral status*	*unfamiliar: least contact* *status differences are most relevant* *informed*
Child to adult, sibling to sibling or personal contact with familiar individuals	Student reporting to familiar or unfamiliar audiences	Student or adult positioned as expert, institutional relationship

Mode

Mode refers to the medium of communication in any situation, which affects the organisational, or textual, elements of a text. Mode can be seen as occurring along a continuum, from spoken to written. At one end of the continuum, there is the most spoken language which usually happens face-to-face and accompanies some kind of action. In the middle of the continuum, spoken and written language overlap, so some texts are spoken-like but written and could be read aloud (eg an e-mail or narrative) or written-like but spoken (eg an oral presentation). The other end of the continuum is the most written end, where language is most reflective, where the text is constructed by the writer for an unknown reader, and deals with generalisations and abstractions. In addition, the use of any communication technology, including ICTs, will have a bearing on the role that language plays together with the technology: an explanation with a flow-chart is different from an explanation without any visual text; information situated on a website using printed text, movement, sound and colour will be different from the same information presented in writing on paper.

Mode continuum

most spoken	*spoken texts written down and* *written texts spoken aloud*	*most written*
language accompanying action *close*	*language as recounting and reporting*	*language as reflection* *distant*
Face-to-face, dialogic, spontaneous: concrete and specific to the context shared by the speakers	Unshared experiences, recounting generalising, debating, formal oral presentations	Monologic and reflective, precise, planned, edited, organised and coherent

Polias J (2003), Department of Education and Children's Services, Adelaide

Language

The language strand outlines the choices available in the English language system to express what is described in the text in context strand, matching the four components: genre, field, tenor and mode.

It describes how texts are organised to achieve their purpose (genre), and the choices available in the English language to express the meanings of field, tenor and mode. It indicates developing control of all aspects of the English language system, including non-verbal choices such as gestures and gaze, as well as the ability to talk in an analytical way about language.

In the Primary Years, ESL learners vary markedly in their use of Standard Australian English-the examples given in this Scope for each component of the language strand are the kinds of language choices the Primary Years Band demands across the curriculum.

In developing their Standard Australian English language, learners of ESL in the Primary Years are exploring the following aspects.

Genre

- Major language patterns of the range of genres which are commonly used and valued in schools:
  - present tense in reports and explanations
  - verbs that express various processes such as actions and sensings in recounts and narratives.
- Organisational features of genres:
  - conjunctions which organise arguments: '*Second*, ...', '*Finally*, ...'
  - prepositional phrases expressing the circumstances of time and place organising recounts: '*On the weekend*, ...', '*At the shops*, ...'.
- Boundaries between clauses in written texts in order to analyse clause patterns and to expand information in a text:
  - linking conjunctions to make compound sentences: *and*, *but*, *or*, *so*
  - binding conjunctions to make complex sentences: *because*, *after*, *if*, *when*.
- Language elements working to make a text cohesive:
  - pronouns for participant reference: '... *they* are stored in *this* form'
  - words that go together: *walk* and *the dog*: 'I like to *walk the dog*'
  - word sets based on synonyms and antonyms: *cool*, *cold*, *chilly*, *freezing*, *icy*
  - word sets based on classification: *species*, *fish*, *shark*
  - word sets based on composition: *cartilage*, *fins*, *gills*.

Field

- Everyday vocabulary:
    - verbs that express various processes such as action (*peering*, *scanning*) and sensing *(know, believe)*, relating (*are*, *became*, *has*) and speaking (*said*, *laughed*, *shouted*)
    - noun groups that express the participants involved in the processes: *spectacles*, *glasses*
    - prepositional phrases and adverbs that express the circumstances of place, time and manner: *at the sign*, *with care*, *carefully*.
- Technical vocabulary:
    - action processes: *subtract*, *divide*, *multiply*
    - participants involved in processes: *angles*, *triangle*, *solution*, *likelihood*
    - circumstances related to processes: *because of the range of data*, *to these coordinates*.
- Verbal groups: 'I *want to play* outside', 'She *tried to push* it away' including phrasal verbs: '*Look* it *up* in your book'.
- Noun groups and how these can be expanded: '... is *one of the largest sea creatures*', '*The box nearest the wall* was ...', and beginning to include embedded clauses as qualifiers: '*The safest time to enjoy the sun* is early in the morning ...'.
- Abstract and technical nominalisations (ie nouns formed out of verbs and adjectives): *growth* (*grow*), *development* (*develop*), *beauty* (*beautiful*).

Tenor

- Verbal and non-verbal interpersonal elements:
    - body language, pronunciation, word stress, volume and other sound patterns
    - exchanging information through statements and questions: 'Have you got the time?', 'It's two o'clock'
    - exchanging goods and services through offers and commands: 'Can I help you?', 'Give me that'
    - expressing commands directly ('Stop what you're doing', 'Go outside and make that noise') and commands expressed indirectly ('Shall we stop now?', 'It's a bit noisy, isn't it?').
- The expression of modality (ie degrees of certainty or obligation):
    - using a range of elements that express modality: 'It *has to* be the green one', '*I think* it's the green one', 'You *shouldn't* stay outside'
    - choosing subjective elements or objective elements: subjective examples identify people ('*I believe* that the trees should not ...', '*Loggers* think that ...') while objective examples do not identify people ('*It is possible*').
- Content words that express interpersonal meanings:
    - words that show positioning, attitude and emotional engagement: 'The Governor's *residence*' rather than *house*; a set of words such as *naughty*, *bad*, *rude*, *cheeky*, *well-behaved*, *polite*
    - idioms and humour: 'It's wicked', 'That's a deadly shirt', 'That's sick!', 'I need to have a leak'.

Polias J (2003), Department of Education and Children's Services, Adelaide

Mode

- Language elements that can be foregrounded (ie placed at the beginning of clauses and sentences):

  – verbs that express the action processes: '*Take out* the tray after about five minutes', '*Hang up* your paintings carefully'

  – noun groups that express the human and non-human participants involved in the processes: '*Koalas* eat...', '*The waves* were ...'

  – phrases that express the circumstances of time, place and manner: '*On Sunday*, we went to the beach', '*After about five minute*s, take out the tray', '*Carefully* pour the milk in'

  – generalised or abstract participants versus human participants: '*The habitat of the panda* is being destroyed by ...' versus '*People are destroying the places where the panda lives and ...*'.

- Active or passive voice, determined by what is foregrounded: foregrounding the 'do-er' of an action results in the active voice ('The high winds *flamed* the fires') while foregrounding the 'recipient' of the action results in the passive voice ('The fires *were flamed* by the high winds').

- Flow of information in texts to make them coherent:

  – identifying and constructing links between stages in explanations

  – linking what is foregrounded in terms of a whole text (the introduction of a text), what is foregrounded in paragraphs (the topic sentences of paragraphs) and what is foregrounded in sentences and clauses.

- Construction of primary and secondary tenses: 'I *play* netball for the school', 'I *played* netball ...', 'I *am going to play* netball for the school', 'I *have played* netball', 'I *was playing* netball'.

- Print conventions:

  – spelling of both common words as well as technical words encountered in classroom texts, including the links between pronunciation and spelling

  – the relationship between intonation and punctuation (eg commas in complex sentences: '*Before I could go*, I had to clean up').

- Links between a range of media and modes (spoken, written, visual and kinaesthetic); that is, multimodal resources:

  – relationship(s) between the print text and visual images, layout, tables, movement, sound and light.

Polias J (2003), Department of Education and Children's Services, Adelaide

Text in context

Genre

Key Idea

Learners of ESL communicate in Standard Australian English in a range of social contexts, participating in a narrow range of educational genres. They reflect on these in an elementary way.

This includes such learning as:

- listening to, interpreting and participating in a range of spoken genres:
    - welcoming and thanking a visitor to the class
    - debating the options for a class camp
- participating in a wide range of spoken and written story genres:
    - listening to short narratives read aloud
- exploring the features of written genres:
    - comparing the purposes, structure and significant linguistic features of several elementary genres, such as procedures and recounts
    - comparing recipes from different cultures
    - identifying the evaluation stage in a narrative
- constructing brief examples of written genres collaboratively and independently:
    - writing a short summary of a factual text or the plot of a narrative
    - writing and illustrating simple life cycles
    - composing a brief historical recount
- exploring a range of cohesive resources:
    - combining information from several resources in composing an information report.

Polias J (2003), Department of Education and Children's Services, Adelaide

Language

Genre

Key Idea

***L**earners of ESL choose appropriately a range of language resources in Standard Australian English to construct and reflect on short texts about educational topics. They reflect on the language features of these texts in an elementary way.*

This includes such learning as:

- developing familiarity with a range of culturally relevant texts:
    - recounting the main points and describing the main characters in a significant event in Australia's history or current television show

- reflecting on the structure and major features of basic genres:
    - identifying the links between the introduction, the topic sentences and conclusion in an argument or discussion

- producing a range of short spoken texts:
    - writing and reading aloud a short weather report for the class 'television channel'

- constructing short written texts:
    - constructing collaboratively a proforma for the argument genre and using it in their writing

- expanding information in a text by joining clauses:
    - identifying boundaries between clauses in written texts in order to analyse patterns
    - analysing whether the clauses in a sentence are expanded using linking or binding conjunctions or relative pronouns

- connecting elements of texts to make them cohesive:
    - identifying the use of the definite article (ie *the*) and pronouns to track participants in a short newspaper article
    - building up class sets of words based on classification within technical fields: *motor vehicles—sedans*, *utilities*, *hatchbacks*, *station wagons*
    - building up class sets of words based on composition within technical fields: *motor vehicle—wheels*, *tyres*, *engine*, *boot*, *seat-belt*.

Text in context

Field

Key Idea

***L**earners of ESL represent the physical and social world beyond the immediate context, developing tentative control of technical fields.*

This includes such learning as:

- discussing in Standard Australian English the topics that are beyond the immediate:
    - describing the weather for a number of days and generalising for a longer period
- identifying the vocabulary patterns in a text:
    - identifying relating processes in the orientation of a narrative, action processes in the complication and resolution and sensing processes in the evaluation
- expanding their vocabulary by describing components of their world
    - identifying small word sets for naming similar things: *river*, *creek*; *marsh*, *swamp*; *friend*, *pal*, *mate*
- expanding ways of classifying their world:
    - researching different kinds of marsupials to write a taxonomic report
    - classifying plants in different ways and comparing the alternatives:
        - in A<u>n</u>angu contexts: medicinal, nutritional, ceremonial, indicators of food sources
        - other possibilities: native/non-native, medicinal, nutritional.

Polias J (2003), Department of Education and Children's Services, Adelaide

Language

Field	Key Idea

*L*earners of ESL use a range of vocabulary to form word groups and phrases, constructing familiar and technical fields.

This includes such learning as:

- identifying the words that carry the content of a text: verb groups that express various processes, noun groups that express the participants involved in those processes, prepositional phrases that express the circumstances of place, time and manner in which those processes occur:
  - comparing the kinds of processes used in two short narratives
  - rearranging circumstances in a procedure to see which can be foregrounded appropriately: 'Mix the ingredients *carefully*', '*Carefully* mix the ingredients'
- expanding the range of prepositional phrases that express the circumstances:
  - identifying the kinds of circumstances used in a narrative and building up synonymous examples
  - investigating similes: 'She ran *like a leopard*'
- learning about verbs and learning to use them appropriately:
  - exploring verbs that express the various sensing processes to see which project thoughts and desires ('I *hope* that you can go') and which do not ('I *heard* a terrible noise')
  - discussing the meanings of phrasal verbs: 'He *fell* in with the wrong crowd' versus 'He fell in the water'
- learning about the organisation of noun groups and learning to use them appropriately:
  - experimenting with the functional parts of noun groups:
    - identifying and using a series of qualifiers and arranging them from most general to most specific: '*The statue in the yard* is ...', '*The statue in the school yard* is ...', '*The statue at the bottom of the school yard* is ...'
  - forming nouns from adjectives and verbs and expanding the nominal group formed: forming *sight* from *see* and writing 'It was *one of the most beautiful sights*'
- expanding vocabulary:
  - exploring commonsense and technical terms in mathematics: *take away— subtract*, *work out—calculate*
  - identifying the processes that express evaluations in the story genres:
    - sensing: 'She *thought* it was so beautiful', 'I *knew* it was too good', 'He *loved* seeing them so happy'
    - relating processes: 'It *was* wonderful'
- learning about direct and reported speech and learning to use it appropriately:
  - role-playing an argument and then recounting to another person what was said.

Polias J (2003), Department of Education and Children's Services, Adelaide

Text in context

Tenor

Key Idea

Learners of ESL interact independently in familiar yet formal situations in school and the wider English-speaking community by learning about the contexts in which the language choices are appropriate.

This includes such learning as:

- interacting with a range of familiar or less familiar people in informal situations:
  - talking to a park ranger at a national park
  - negotiating a class party with members of the class, including the teacher
  - participating in a welcoming group for a visitor to the classroom
- interacting in a range of more formal but familiar school situations:
  - participating in a forum like the student representative council
  - writing a letter of invitation to a club representative
- reflecting on the appropriateness of interpersonal language elements:
  - role-playing asking for a favour in contexts that vary from formal to informal
- exploring non-literal meanings:
  - identifying common colloquialisms or idioms used by spectators at a sports match and exploring their appropriateness in other contexts
- exploring ways that visual images and language construct stereotypes, bias and prejudice:
  - identifying who gets represented in advertising and who does not
  - identifying how certain groups of people are presented in television commercials.

Polias J (2003), Department of Education and Children's Services, Adelaide

Language

Tenor   **Key Idea**

Learners of ESL use the grammatical structures for interacting accurately and begin to reflect on the appropriateness of language.

This includes such learning as:

- producing clear articulation of individual words and experimenting with changing meaning through varying sounds:
  - practising articulation of words of several syllables: *en'vironmen*t, *environ'mental*
  - reading aloud short extracts of text experimenting with trying to sound aggressive, neutral or tentative
- expressing themselves less directly:
  - reflecting critically on the contexts in which 'Give me that' would be appropriate and in which the alternative 'Can I borrow that' would be appropriate
  - role-playing negotiating with teachers or other known adults
  - role-playing a transaction of money where the interpersonal variables (relationship, status, contact, attitude) are varied one at a time to see what effect the change has
- exploring non-verbal meanings in various contexts:
  - role-playing the same text but varying each time the physical distance between the speakers or the gaze of the speakers and linking its appropriateness to what is being talked about
- using appropriately language that expresses modality (ie degrees of certainty or obligation):
  - experimenting with varying modality when expressing viewpoints in an argument and checking the appropriateness
- using ways of naming people and learning to use them appropriately:
  - locating ways of naming people along a continuum from most familiar to most formal: *Jude*, *Judith*, *Miss*, *Ms Kalin*, *Teacher*
  - identifying inappropriate ways of naming people
- expressing feelings and attitudes appropriately:
  - identifying vocabulary in an information report which is of an inappropriate level of technicality: 'The white-pointer's jaws are *awesome*'
- expanding the store of non-literal resources:
  - identifying common colloquialisms or idioms used by spectators at a sports match that do not promote sexism, racism or homophobia: 'Have a go', 'Go for it'.

Text in context

Mode   Key Idea

earners of ESL organise appropriately a range of short, coherent spoken, written and multimodal texts. They compare these texts and contexts in elementary ways.

This includes such learning as:

- communicating in familiar situations using another medium:
  - using a digital or overhead transparency copy of a text when identifying features of a genre
  - using CD-ROM examples of language instruction
- identifying patterns of what is foregrounded (ie placed at the front in a text):
  - identifying the topic as being the major choice for beginning sentences in a report
  - identifying examples of circumstances being foregrounded and their appropriateness
    - why circumstances of time placed at the front are appropriate in recounts, narratives and procedures
    - why circumstances of manner placed at the front are appropriate in narratives and procedures especially
- constructing short written texts:
  - jointly constructing with the class a technical text such as a report about an animal
- constructing basic multimodal texts:
  - drawing a flow-chart to accompany a sequential explanation
- discussing critically the meanings made in a range of multimodal texts:
  - identifying the target audience of a commercial by its layout or music.

Polias J (2003), Department of Education and Children's Services, Adelaide

Language

Mode

Key Idea

Learners of ESL use the language elements for organising short, coherent spoken, written and multimodal texts, reflecting on the appropriateness of their choices in these texts.

This includes such learning as:

- exploring the elements that can be foregrounded (ie placed at the front):
  - experimenting with foregrounding elements other than the topic in the different stages of a report: '*The diet of snakes* is ...' rather than '*Snakes* eat ...'
  - identifying the flow of information in explanations
- using tenses appropriately:
  - learning how the primary and secondary tenses are formed in English
  - identifying why past tense would be used in a recount
  - plotting an event along a timeline as the tense of the event is changed
- developing control of the print conventions of English, including spelling:
  - developing control of punctuation by reading a more densely written text aloud, focusing on intonation patterns and making the link between the intonation and the question marks or commas
  - keeping a personal list of words whose spelling needs to be consolidated
- using active and passive voice:
  - learning how the passive voice is constructed
  - exploring how changing what is foregrounded often requires a change in voice: foregrounding *house* rather than *agent* requires the passive voice in '*The house* was sold by the agent' versus '*The agent* sold the house'
- using appropriately basic visual materials and understanding their meanings:
  - discussing the symbols used in a map of the local community and deciding on suitable signs for a map of their school.

English as a
second language (ESL)
Scope & Scales

Scales

Scale 1

Text in context   ## Language

Genre

Outcome 1.1
Interacts in highly structured routine exchanges and, with support, responds to, copies and arranges a strictly limited range of written texts and a range of simple visual texts.

Examples of evidence include that the learner:

- Demonstrates understanding that certain texts give commands to do or not do something or give information:
  - signs around the school usually give information ('Toilet')
  - signs outside the school may give commands ('Stop')
- Participates in very basic, 'formulaic' spoken exchanges
- Begins to write by copying very short, basic examples of Standard Australian English.

Examples of evidence include that the learner:

- Copies very short groups of words directly associated with a visual representation of the words
- Responds in basic spoken exchanges involving one or two turns:
  - greets in 'formulaic' ways ('Good morning') and responds with a non-verbal response (a smile or other facial movement) to the next turn ('How are you?')
- Sequences a known text (recount, narrative or procedure) using pictures or other visual resources.

Text in context

Language

Field

Outcome 1.2
Understands and uses isolated examples of concrete vocabulary and the most elementary grammatical items constructing personally relevant fields.

Examples of evidence include that the learner:

- Uses a strictly limited range of concrete vocabulary that is commonsense and everyday and crucial to successful orientation to school and home.

Examples of evidence include that the learner:

- Identifies basic personal details (name, age) when written or said aloud
- Identifies in spoken texts familiar, concrete vocabulary (*desk*, *chair*, *book*, *pen*) supported either by pictures or by the object being a tangible part of the context
- Understands a narrow range of action verbs expressing:
  - common activities: *sit*, *run*, *kick*, *sing*
  - personal actions: *cry*, *laugh*.

Scale 1

Text in context

Language

Tenor

Outcome 1.3
Participates with limited accuracy and confidence in a strictly limited range of immediate, highly supportive contexts.

Examples of evidence include that the learner:

- Follows simple instructions or directions when the directions are supported with gestures
- Participates appropriately in class and out-of-class routines by copying other learners or the teacher
- Uses single words but relies on actions to make meaning.

Examples of evidence include that the learner:

- Responds appropriately non-verbally (smiles when greeted, shakes or nods head to indicate agreement, non-agreement) when meaning is clear from the immediate context
- Responds appropriately to clear commands ('Make *two lines*') accompanied by relevant gestures or when others are doing the same
- Gains attention of teacher or peers in generally socially appropriate non-verbal ways:
  - by touching or beckoning appropriately
- Responds appropriately to tone of voice ('Yes, good!'; 'Don't!') and when known words are stressed in context ('Give me your *book*') and the options are extremely limited
- Has a limited understanding of how to express statements, questions, offers and commands, expressing them using the key word only and relying on gesture:
  - uses 'Book' for 'This is my new book', 'Is this your book?', 'Where's my book?'
- Chooses a few 'formulaic' expressions at major stages of an exchange 'Good morning', 'Thank you'
- Pronounces only the most familiar words and phrases comprehensibly.

*Primary Years Band — **English as a second language***

Text in context

Language

Mode

Outcome 1.4

Interacts in a strictly limited range of spoken texts located in the immediate context (face-to-face interactions and accompanying some action) and begins to copy segments of written text.

Examples of evidence include that the learner:

- Relies often on gestures or visual images to convey meanings in spoken mode in immediate contexts
- Uses individual words in spoken communication or two words in formulaic expressions
- Begins to write in Standard Australian English by copying words or groups of words
- Understands the general purpose of a limited range of school-based environmental print:
  - understands that major road signs and shop signs give information and commands
- Distinguishes spoken Standard Australian English from other languages:
  - on hearing Standard Australian English, attempts to respond in Standard Australian English.

Examples of evidence include that the learner:

- Understands the general meaning of the most common examples of environmental print and can read and say aloud one or two ('Stop')
- Begins to identify some beginning sounds in words
- Recognises most of the letters of very familiar words:
  - their names and days of the week
- Begins to use some of the conventions appropriate to printed English:
  - writes predominantly left to right.

Polias J (2003), Department of Education and Children's Services, Adelaide

Scale 2

Text in context

Language

Genre

Outcome 2.1
Interacts in highly routine exchanges and responds to, copies and collaboratively constructs a strictly limited range of written texts and a range of simple visual texts.

Examples of evidence include that the learner:

- Demonstrates understanding of some of the main ideas in a simple story read aloud with clear tone and intonation, with a great deal of repetition, and clear illustrations

- Demonstrates understanding that certain texts give commands to do or not do something (especially signs in public places and instructions on packaging) and copies the most basic examples

- Participates in basic, highly formulaic spoken exchanges, depending to a large extent on memorising segments

- Begins to write very short, basic examples of Standard Australian English by copying or jointly constructing examples with the teacher or knowledgeable peers.

Examples of evidence include that the learner:

- Demonstrates understanding of the structure of a basic procedure:
  - identifies the goal, matches the picture of the final product with the words, and matches the wording or numbering of the steps to sequenced pictures

- Demonstrates understanding of the structure of a basic narrative:
  - draws pictures of an orientation, a sequence of events, and an ending

- Participates in short, simple texts where there are repeated, memorisable items:
  - a rhyme or chorus in a song

- Responds in basic spoken exchanges involving two or three turns:
  - makes a greeting and responds

- Copies very short, basic examples of Standard Australian English:
  - labels drawings of items relevant to immediate context

- Uses one or two examples of pronoun reference:
  - chooses '*He* is Ali' with some confidence
  - chooses others very tentatively: '*Ali* book' over '*my* book'.

Polias J (2003), Department of Education and Children's Services, Adelaide

Text in context

Language

Field

Outcome 2.2
Understands and uses a strictly limited range of vocabulary and grammatical items, constructing personally relevant fields.

Examples of evidence include that the learner:

● Uses vocabulary that is mainly commonsense and everyday but chooses isolated concrete technical words crucial to successful orientation to the school and community.

Examples of evidence include that the learner:

● Identifies basic personal details when written or said aloud

● Identifies in spoken texts familiar vocabulary supported by pictures:
  – identifies: *desk*, *chair*, *jumper*, *canteen*
  – discriminates between some similar objects: *table* and *desk*, *glass bowl* and *vase*

● Understands a small range of vocabulary expressing immediate interests or needs in orientation to the school and community:
  – common noun groups: *lunch*, *bus*, *car*, *home*
  – common actions: *stand*, *laugh*

● Understands very basic phrases of location: *on the table*, *inside*, *outside*, *in the box*

● Uses most basic grammatical items:
  – articles: *a*
  – prepositions: *on*, *in*
  – personal pronouns: *my*.

Scale 2

Text in context

Language

Tenor

Outcome 2.3
Participates with limited accuracy yet appropriately in a strictly limited range of familiar, highly supportive contexts.

Examples of evidence include that the learner:

- Follows simple instructions or directions where the context is obvious:
  - follows directions supported with gesture
- Participates appropriately in group activities and classroom routines
- Participates appropriately in basic, routine spoken exchanges.

Examples of evidence include that the learner:

- Responds appropriately to tone of voice ('Well done!', 'Don't!') and when key words are stressed in context ('Please bring me the *book*')
- Responds appropriately to more complex expressions if clear gestures are given:
  - 'Make *two lines*' accompanied by relevant gestures
- Responds to and gains attention of teacher or peers in generally socially appropriate ways:
  - uses non-verbal ways such as touching and nodding
  - uses people's names
- Responds appropriately to common classroom expressions:
  - understands 'Look here', 'It's lunch time'
- Has a basic understanding of the grammar of statements, questions, offers and commands and expresses them in basic ways, often using the key word only and relying on stress and gesture:
  - uses 'My turn', or 'Sister?' for 'Have you got a sister?', 'Is that your sister?'
- Chooses the most common formulaic expressions at major stages of an exchange:
  - chooses: 'Good morning', 'Thank you' and some informal examples: 'Bye', 'See ya', 'Ta'
- Pronounces most frequently used words and phrases comprehensibly.

Text in context

Language

Mode

Outcome 2.4
Constructs a strictly limited range of spoken texts located in the immediate context (face-to-face interactions usually accompanying some action) and begins to construct segments of written text collaboratively.

Examples of evidence include that the learner:

- Relies often on gestures to convey more complex meanings in speech in immediate contexts
- Relies often on visual images rather than language to convey more complex meanings in writing and/or when reconstructing a context which is not immediate
- Understands the general purpose of environmental print
- Begins to write in Standard Australian English by copying groups of words or phrases or simple sentences.

Examples of evidence include that the learner:

- Understands the general meaning of the most common examples of school-based environmental print and can say aloud a few: *Stop, Library, Open, Closed*
- Follows some of the conventions appropriate to printed English when copying:
  - left to right and top to bottom
  - some letters copied are identifiable
- Uses visual images and gestures to convey more complex meanings:
  - uses pictures to show how they come to school
- Begins to identify most beginning and end sounds in familiar words:
  - begins to identify rhyming sounds
  - begins to identify words with the same initial sound.

Scale 3

Text in context

Genre

Outcome 3.1
Interacts in routine spoken exchanges with some tentative experimenting and, with support, responds to and constructs a limited range of written texts.

Examples of evidence include that the learner:

- Demonstrates, for several basic genres (comment/labelling, story, procedure, description) the understanding that they have different purposes and that the purposes are similar across cultures
- Demonstrates understanding of main ideas and characters in a well-illustrated story read aloud clearly and with a great deal of repetition
  - enacts the main events in a story
- Demonstrates understanding that certain texts give commands to do or not do something (especially signs in public places) or give information (about safety on packaging of products), and constructs isolated examples copied from or closely modelled on the printed texts
- Participates in short, almost formulaic spoken exchanges and, if possible to memorise segments, slightly longer spoken texts
- Participates in simple group activities based on shared texts:
  - usually spoken language accompanying the action: dance, games, making simple things, basic science activities
- Reads a small range of everyday and environmental texts (road signs, advertising, texts on packaging) and collaboratively constructs very brief examples of the most familiar.

Language

Examples of evidence include that the learner:

- Demonstrates understanding of the purpose of several basic genres such as comment/labelling, story, procedure:
  - identifies the contexts in which they would use a procedure or story
- Demonstrates an understanding of the structure of several basic genres:
  - identifies the goal and steps in a procedure
- Participates in texts such as songs beyond simply the rhyme or the chorus
- Initiates basic spoken exchanges involving two or three turns:
  - makes a greeting, responds and then evaluates or closes
- Constructs elementary examples of basic genres (procedures, reports and descriptions) by speaking and writing components of them with a high degree of visual and teacher scaffolding:
  - draws a numbered sequence of pictures with the relevant action verbs written alongside
  - labels parts of the body
  - writes two or three things about themselves
- Uses most basic reference items accurately most of the time:
  - uses basic pronouns: *I*, *you*, *my* book, *here*.

Text in context

Language

Field

Outcome 3.2

Understands and uses a very narrow range of common, everyday vocabulary constructing personally relevant fields, and uses isolated examples of concrete technical vocabulary.

Examples of evidence include that the learner:

- Uses vocabulary that is developing their knowledge of the school and community, and other personally relevant topics:
  - colour, number, time, clothing, food, maps, animals, weather and science equipment
- Uses vocabulary that is mainly commonsense and everyday but chooses some concrete technical vocabulary
- Identifies some very familiar words in a variety of contexts
- Uses first language dictionary to find English equivalents but has a limited understanding of appropriateness for a specific context
- Reads some environmental print:
  - recognises words on public signs, logos, numbers on posters.

Examples of evidence include that the learner:

- Uses very basic phrases of location (*on the table*, *inside*, *outside*, *in the box*) but understands a slightly wider range
- Identifies some very familiar vocabulary in a variety of contexts:
  - recognises classmate's name on worksheets
  - recognises their teacher's name amongst other teachers' names
- Articulates in basic ways (through simple phrases) meanings made in visual materials (illustrations, diagrams, timetables)
- Expands vocabulary by exploring how to classify and describe:
  - classifies animals: *native* or *non-native*
  - describes them according to size: *very small*, *small*, *big*, *very big*, *huge* animal.

Scale 3

Text in context

Language

Tenor

Outcome 3.3
Participates appropriately in a strictly limited range of familiar, highly supportive contexts, using with some accuracy a limited range of basic grammatical structures.

Examples of evidence include that the learner:

- Chooses a limited range of ways of expressing statements, questions, offers and commands (uses predominantly modelled examples), with limited accuracy and in a limited range of familiar supportive contexts
- Takes on the roles of appropriately asking and answering questions as well as giving commands to peers and responding to commands by a range of people
- Expresses statements and questions in basic ways
- Follows instructions or directions with less dependence on non-verbal elements in the context
- Participates appropriately with increasingly more language in group activities and classroom routines
- Participates appropriately in highly supportive contexts through basic, spoken exchanges that are increasingly less routine
- Demonstrates beginning critical awareness:
  - identifies, with support, the appropriateness of a narrow range of behaviours such as gaze, distance, gesture and touch.

Examples of evidence include that the learner:

- Uses basic grammatical items:
  - articles: *a*, *the*
  - narrow range of prepositions: *on*, *in*
  - conjunctions: *and*
  - narrow range of adverbs: *very*
- Understands basic intonation patterns of statements and questions and responds accordingly:
  - understands falling pitch for statements and rising pitch for questions
- Responds appropriately to routine commands when meaning is clear through gestures and/or key words are stressed:
  - responds to '*Listen* here, please'
- Understands statements and basic yes/no questions:
  - understands 'Can you see that?', 'Do you want a banana?'
- Expresses statements, questions, offers and commands in basic ways:
  - often chooses two or three key words only and relies on tone, intonation and actions: 'This my house', 'No understand', 'Sit here'
  - uses a limited range of yes/no questions: 'Have you my ball?'
- Chooses a narrow range of socially appropriate formulaic expressions at major stages of an exchange, such as 'Sorry', 'Yes, please' and some informal examples: 'Yep', 'Morning'
- Uses a limited range of evaluative vocabulary to express feelings and attitudes with some accuracy:
  - when talking to a peer, uses 'She nice'
- Pronounces most frequently used words, groups and phrases comprehensibly (tone, stress and rhythm) and begins to risk pronouncing less familiar words, repeating if necessary.

Text in context

Language

Mode

Outcome 3.4

Constructs a strictly limited range of spoken texts located in the immediate context, reads a limited range of texts supported by visuals and begins to write a strictly limited range of very brief texts collaboratively.

Examples of evidence include that the learner:

- Chooses with some confidence to use more language relative to the number of gestures and visual resources or, in the case of dialect users, more Standard Australian English

- Understands the purpose(s) of a range of environmental print:
  - commands to do or not do something on packaging
  - information on opening and closing dates and times

- Organises the meanings in brief written texts in a logical order, with intensive support and for one or two genres only

- Uses the basic print conventions of English appropriately

- Writes simple sentences in Standard Australian English and begins to rely less on copying texts

- Reads with some confidence a small range of visual texts and begins to draw basic examples:
  - texts such as a diagram, science equipment, map of the school and the local community.

Examples of evidence include that the learner:

- Reads aloud the crucial parts of a range of environmental print:
  - reads labels in a classroom
  - the days in the class timetable

- Identifies the prominent items of information in short spoken, written and visual texts:
  - matches words to pictures

- Chooses highly repetitive sentence beginnings in speech and writing:
  - often chooses personal pronouns to begin sentences

- Demonstrates limited control of the primary tenses (present, past, future):
  - says or wants to write 'Gavin bin go' for 'Gavin went'

- Begins to identify beginning and end sounds in words:
  - begins to produce some rhyming words from familiar texts
  - begins to say or write examples of words with the same initial sound

- Spells with some accuracy many common monosyllabic words learned in the classroom (*go*, *swim*) and spells others based on some of the sounds in the word, especially consonant sounds (*wekd* for *weekend*, *tif* for *teeth*).

Scale 4

Text in context

Language

Genre

Outcome 4.1
Interacts in predominantly routine exchanges and constructs a limited range of texts.

Examples of evidence include that the learner:

- Demonstrates, for several basic genres, the understanding that they have different purposes and that those purposes are similar across cultures:
  - demonstrates this for narratives, personal recounts, procedures, reports and descriptions
  - understands that texts giving information and commands in everyday contexts (eg instant cake mixes or cereal boxes) may be the same genre as texts giving information in their school books
- Demonstrates understanding of main ideas and characters in a short, illustrated story read aloud clearly and with a lot of repetition
- Participates in short, predictable spoken exchanges relying less on memorising segments
- Reads a small range of everyday and environmental texts and begins to construct collaboratively very brief examples of the most familiar:
  - collaboratively constructs very basic procedures, reports and descriptions based on texts found in advertising and on packaging
  - organises the meanings in brief written texts in a logical order, with support, and for a very limited range of genres.

Examples of evidence include that the learner:

- Participates with confidence in texts such as songs beyond the rhyme or the chorus and begins to identify some of the prominent rhyming words in the printed lyrics while singing along
- Demonstrates an understanding of the organisation of several basic genres and constructs elementary examples:
  - constructs basic spoken exchanges involving three or four turns, such as where the turns now include some very basic asking and answering
  - demonstrates understanding that the same genres will be found in a range of contexts by identifying the most prominent discriminating features of the basic genres:
    - action verbs at the front of sentences in procedures
    - topic at the front of sentences in a report
  - demonstrates understanding of the structure of several basic genres:
    - identifies goal, ingredients or apparatus, method or steps in a procedure
    - identifies classification, appearance, habitat and diet in a descriptive report
  - says and writes components of several basic genres with less dependence on scaffolding:
    - writes or says relevant action verbs alongside numbers in a procedure
    - writes several pieces of information about an object or a living thing
- Begins to expand information in a text by choosing the simplest linking conjunctions: *and*, *but*
- Organises texts using a limited range of cohesive resources:
  - uses a small range of reference items accurately most of the time:
    - possessive pronouns: *my*, *your*, *his*, *her*
    - third person pronouns: *it*, *he*, *she*, *him*, *her*
    - demonstrative pronouns: *here*, *there*.

Text in context

Language

Field

Outcome 4.2

Understands and uses a narrow range of vocabulary constructing personally relevant fields, and uses isolated examples of technical vocabulary.

Examples of evidence include that the learner:

- Uses vocabulary that now includes developing their knowledge of the community and other personally relevant topics, such as transport and amenities

- Uses vocabulary that is mainly commonsense and everyday but begins to use some technical vocabulary when constructing those personally relevant topics (animals, weather) more technically

- Demonstrates understanding of technical vocabulary constructing a very narrow range of educational topics, such as science equipment and physical geography

- Demonstrates understanding of more than one meaning of some very familiar words

- Begins to use English student dictionaries but still relies on strategies that use the first language or dialect, such as using a first language dictionary to find English equivalents, and still has limited understanding of appropriateness for some specific contexts.

Examples of evidence include that the learner:

- Uses very basic phrases expressing the circumstances of an event:
  - uses a small range of phrases of location: *under the table*, *out of the box*, *at 9 o'clock*
  - understands a slightly wider range: *beside the table*, *next to the door*

- Expands vocabulary by exploring parts of word groups and phrases that can be changed:
  - numbers: *eight*, *four or five*, *ten per cent*
  - describers: *pretty*, *very pretty*, *good-looking*
  - classifiers: *gas*, *electric*, *oil* heater
  - prepositions: *on* the box, *under* the box, *in* the box

- Identifies examples of some very familiar words where the meaning varies and explains the difference in very basic ways:
  - compares 'Can you *see* the doctor?' with 'Can you *see* the ship?'

- Demonstrates understanding of technical and non-technical vocabulary constructing a very narrow range of educational fields such as science, geography or ICT topics:
  - understands 'Dissolve the jelly crystals', 'Focus the microscope', 'Trace the coastline', 'Move the mouse'

- Demonstrates some understanding of the meanings made in basic visual materials:
  - recognises and uses colours or symbols to represent features on a map
  - uses short, basic sentences such as 'A blue line is dry river' instead of 'A blue dotted line shows that a river is dry for most of the year'.

Scale 4

Text in context

Language

Tenor

Outcome 4.3
Participates appropriately in a limited range of familiar, highly supportive contexts, using a limited range of basic grammatical structures with some accuracy.

Examples of evidence include that the learner:

- Chooses a narrow range of basic ways of expressing statements, questions, offers and commands (uses predominantly modelled examples) with some accuracy when communicating independently

- Follows instructions or directions with much less dependence on non-verbal elements in the context and begins to give commands to peers appropriately

- Begins to experiment with newer expressions in familiar, supportive contexts and is willing to risk making inappropriate choices in those contexts

- Demonstrates critical awareness:
  - identifies and begins to reflect on the appropriateness of a small range of behaviours, such as gaze, distance, gesture and touch.

Examples of evidence include that the learner:

- Uses a small range of basic grammatical items appropriately most of the time and understands a wider range:
  - articles: *a*, *an*, *the*
  - auxiliaries: *do*, *does*, *is*, *are, was*
  - prepositions: *out*, *under*
  - adverbs: *so*, *much*

- Demonstrates a good understanding of typical intonation patterns of basic statements, questions and offers:
  - responds promptly and appropriately without visual cues

- Understands a small range of yes/no questions ('Do you want to come with us?') and uses a narrow range ('Are you in my team?')

- Responds appropriately to commands with relatively uncommon vocabulary if the meaning is clear through gestures (outstretched arms and key words being stressed: 'Could you bring me that *carton*, please') and can express commands using common vocabulary ('Push it!')

- Begins to use, when modelled, full sentences with appropriate stress and intonation but relies on gesture and other visual resources as support

- Organises sentences in a way that demonstrates a developing control of appropriate Standard Australian English organisation:
  - places phrases inaccurately: 'My dad in Hong Kong going'

- Chooses a small range of socially appropriate formulaic expressions at major stages of routine exchanges ('Excuse me') and begins to use colloquial forms ('Excellent', 'Cool')

- Pronounces most frequently used words and phrases comprehensibly and is increasingly confident in risking pronouncing less familiar words, repeating if necessary

- Uses a narrow range of evaluative language to express feelings and attitudes:
  - when talking to a peer, chooses 'She's nice'.

Text in context

Language

Mode

Outcome 4.4
Constructs a limited range of spoken texts located in the immediate context, reads a limited range of texts and begins to shape a strictly limited range of written texts.

Examples of evidence include that the learner:

- Chooses with increasing confidence to use more language relative to the number of actions or illustrations or, in the case of dialect users, more Standard Australian English

- Participates confidently and appropriately in face-to-face interactions, usually accompanying action

- Organises the meanings in brief written texts in a logical order, with support and for a very limited range of genres

- Reads with some success a small range of texts constructing basic technical topics (eg in science, health, technology) accompanied by a wide range of visual texts

- Begins to write and draw a small range of basic examples of texts on technical fields:
    - reads, writes and draws a basic life cycle of a frog, a diagram of a microscope, and maps showing flowing and intermittent rivers

- Writes very brief examples of everyday texts:
    - writes a basic description of a house for advertising.

Examples of evidence include that the learner:

- Reads along with a simple text being read aloud

- Chooses repetitive beginnings of sentences in their own writing

- Demonstrates some control of the primary tenses (present, past, future) and their formation for the most common regular verbs but a strictly limited control of secondary tenses:
    - chooses accurately 'We *played* soccer' but chooses 'We *was line up* ...' rather than 'We *were lining up* ...'

- Begins to identify beginning, middle and end sounds in words:
    - produces some rhyming words from familiar texts
    - says or writes examples of words with the same initial or final sounds

- Spells accurately most common monosyllabic words learned in the classroom and spells others based on their own pronunciation or other patterns:
    - chooses *sady* for *Saturday* and *oba dere* for *over there*

- Experiments with punctuation.

Scale 5

Text in context

Language

Genre

Outcome 5.1
Communicates in a narrow range of situations, constructing very brief texts.

Examples of evidence include that the learner:

- Demonstrates an understanding that genre is a social activity and that the same genres are found in a variety of contexts, such as in school and outside school:
  - understands that mechanics and students both use procedures to get things done
- Demonstrates an understanding that a genre has a purpose and begins to identify independently the purposes and common features of the elementary genres, such as narrative, personal recount, procedure and report
- Demonstrates understanding of main ideas and characters in a short story read aloud clearly and with a lot of repetition and begins to retell with some success
- Participates in short, predictable spoken exchanges:
  - asks to borrow a book appropriately in the library
- Begins to construct independently very brief recounts, descriptions and procedures
- Reads a range of everyday texts and writes very brief examples of the most familiar:
  - labels and describes a simple advertising poster
- Reads clearly illustrated sequential explanations and draws short examples with simple labelling:
  - draws and annotates a simple life cycle or simple flow-chart.

Examples of evidence include that the learner:

- Participates with confidence in shared texts such as songs beyond the chorus and identifies most of the prominent rhyming words in the printed lyrics being spoken or sung
- Demonstrates an understanding of the structure of a greater range of basic genres and constructs elementary examples:
  - identifies orientation, complication and resolution in narratives; orientation, sequence of events and evaluation in recounts
  - identifies typical contexts in which various basic genres would be found and identifies the prominent discriminating language features of the genres in basic examples:
    - phrases of time and place in recounts
    - action verbs placed at the front (ie foregrounded) in procedures: '*Cut* the cheese'
    - topic foregrounded in a report: '*Snakes* eat ...'
  - constructs a small range of short spoken exchanges relying on memorising some of the initiating moves only
  - constructs elementary examples of logically organised basic genres by speaking and writing components of them with little dependence on scaffolding:
    - uses proformas for their texts with some confidence
- Expands information in a text by joining clauses:
- Chooses linking conjunctions (*and*, *then*, *but*, *or*, *so*) to form compound sentences
- Begins to use the most common binding conjunctions (*because*) to form complex sentences
- Links elements of a text using a limited range of language elements that make a text hang together (ie cohesive resources):
  - uses a small range of reference items (*the*, pronouns) accurately most of the time in spoken texts
  - understands and uses reference items appropriately and with some accuracy in short written texts.

Text in context

Language

Field

Outcome 5.2

Understands and uses a small range of vocabulary and grammatical items to form basic word groups and phrases constructing personally relevant fields, and uses a limited range of technical vocabulary.

Examples of evidence include that the learner:

- Uses vocabulary that is developing further their knowledge of the community and other personally relevant topics, such as leisure activities

- Uses confidently a small range of commonsense, everyday vocabulary

- Uses with some confidence a limited range of technical vocabulary when constructing increasingly complex, personally relevant topics

- Demonstrates understanding of technical vocabulary when constructing a narrow range of educational topics (eg art, history)

- Demonstrates understanding of more than one meaning of some familiar vocabulary

- Uses English student dictionaries with some confidence more often.

Examples of evidence include that the learner:

- Uses a small range of phrases expressing the circumstances of an event:
    - uses a small range of phrases of location: *by the table*, *in the afternoon*
    - understands a wider range and also the most basic examples indicating how something happened: *quickly*, *slowly*, *carefully*

- Expands vocabulary by exploring parts of word groups and phrases that can be changed:
    - numbers: *first*, *a half of*, *fifty per cent*
    - describers: *big*, *bright*; *red and blue*
    - classifiers: *mountain*, *racing*, *motor* bike
    - prepositions: *beside the table*, *by* the door

- Identifies examples of a range of familiar vocabulary where there are multiple meanings and explains the difference in very basic ways:
    - compares 'Sit at *the table*' with 'Fill in *the table* on page 4'

- Uses a small range of comparatives of regular one-syllable adjectives, such as *bigger*, *biggest*; *slower*, *slowest*.

Scale 5

Text in context

Tenor

Outcome 5.3

Participates appropriately in a narrow range of familiar, supportive contexts using with some accuracy a narrow range of basic grammatical structures.

Examples of evidence include that the learner:

- Participates in classroom discourse conventions:
  - raises hand in large group situations
  - takes turns
  - speaks at a volume suited to the situation
  - shows critical awareness by identifying and beginning to reflect with some confidence on the appropriateness of a small range of behaviours, such as gaze, distance, gesture and touch
- Chooses independently a narrow range of basic ways of expressing statements, questions, offers and commands and uses them with some accuracy
- Experiments with some confidence with newer expressions in familiar, supportive contexts, especially to play with language
- Follows instructions or directions with little dependence on non-verbal elements in the context and gives commands to peers appropriately.

Language

Examples of evidence include that the learner:

- Uses a range of grammatical items appropriately most of the time and understands a very wide range:
  - auxiliaries: *did*, *can*, *will*
  - prepositions: *out*, *under*, *above*, *between*
  - adverbs: *really*, *many*
- Demonstrates a good awareness of intonation patterns of basic spoken statements, questions and offers:
  - uses and responds to intonation patterns appropriately
- Uses a small range of yes/no questions ('Do you like chocolate?') and begins to use wh-questions ('Where you buy it?')
- Understands a wide range of commands if meaning is clear through clear gestures (outstretched arms and key words being stressed: 'Make sure you take your *tickets*') and makes commands with common vocabulary ('Don't push me!')
- Reads aloud their own or collaboratively constructed writing and begins to read independently others' texts with greater confidence and clarity, demonstrating some awareness of how to vary intonation, volume and stress appropriately
- Chooses formulaic polite expressions appropriately:
  - says 'Can I have a bun, please?' at the canteen
- Identifies with some confidence beginning, middle and end sounds in words:
  - identifies different pronunciations of a word
  - produces words with the same initial or final sounds
- Plays with language in elementary ways for humorous effect:
  - stresses 'in' in 'They put the sleeping bags *in* the tree'
- Uses a small range of evaluative vocabulary to express feelings and attitudes:
  - when giving feedback, chooses 'It's very bright'.

Text in context

Language

Mode

Outcome 5.4

Constructs a narrow range of spoken texts located in the immediate context and begins to construct very brief texts (spoken, written and visual) beyond the immediate context.

Examples of evidence include that the learner:

- Begins to communicate simply and appropriately some of the time when the situation involves another medium, such as speaking over the telephone or using maps of the local community

- Identifies the patterns in what is placed first (ie foregrounded) in a genre and demonstrates a limited understanding that various grammatical elements can be foregrounded:

    – identifies for a procedure that the pattern is for actions to be foregrounded and that verbs express the actions

- Chooses simple sentence beginnings in their own writing and, with support, an occasional, phrase of time or place at the beginning of recounts or narratives

- Reads with some confidence a wide range of visual texts that are increasingly stylised and begins to draw a small range of examples:

    – can read simple examples of a diagram of a building, a map of a specific area or a basic cross-section

    – understands the use of colour in maps to indicate height above sea level.

Examples of evidence include that the learner:

- Reads aloud their own or collaboratively constructed writing and begins to read independently others' texts with some confidence and clarity

- Chooses very short, basic phrases of time and place at the beginning of recounts or narratives:

    – chooses: '*Yesterday*, we went ...', '*On Sunday*, we went ...'

- Chooses action verbs consistently at the beginning of the steps in procedures

- Demonstrates control of the primary tenses (present, past, future) and their formation for the most common regular verbs but inconsistent control of secondary tenses:

    – chooses accurately 'I *gave* him the ball' but chooses 'I *have give* him the ball' and 'We *was lining up*'

- Spells with some accuracy common words learned in the classroom and spells others based on their own pronunciation or other patterns:

    – chooses *frands* for *friends*, and *cllining* for *cleaning*

- Writes so that the texts are generally legible:

    – consistently leaves spaces between letters and words

    – demonstrates understanding of basic punctuation: understands full stops and question marks.

Scale 6

Text in context

Language

Genre

Outcome 6.1
Communicates in a small range of contexts, constructing brief texts and showing some ability to reflect on genres in a very elementary way.

Examples of evidence include that the learner:

- Demonstrates an elementary understanding of genres:
  - understands that genre is a social activity
  - begins to reflect on the purposes, the appropriate structure and common features of a small range of elementary genres
- Participates in casual conversations about familiar topics with familiar people
- Constructs collaboratively short oral and written texts and begins to independently construct very brief examples of the elementary genres, such as recounts, narratives, procedures and arguments
- Reads longer, clearly illustrated sequential explanations, such as life cycles and simple flow-charts, and begins to write and draw brief examples
- Organises with some confidence brief written texts in a logical order.

Examples of evidence include that the learner:

- Participates confidently in shared texts such as songs and sings or says aloud a line or the chorus independently
- Identifies a range of the discriminating features of a small range of elementary genres:
  - past tense in recounts
  - present tense in reports
  - phrases of place, time or manner at the end of instructions in basic procedures
- Identifies a small range and uses a limited range of significant language features that organise a text:
  - uses a small range of formulaic initiating and closing moves when participating in short spoken exchanges
  - places at the front (ie foregrounds) phrases of time and place in recounts and narratives
  - uses sub-headings in a report
  - uses conjunctions that organise texts: *First* ..., *Then* ...
- Expands information in a text by joining clauses:
  - forms compound sentences with a range of linking conjunctions: *then*, *but*, *or*, *so*, *and*
  - forms complex sentences with the most common binding conjunctions: *because*, *when*, *before*, *after*
- Links elements of a text using a narrow range of language elements that make a text hang together (ie cohesive resources):
  - understands and uses a range of reference items accurately most of the time in spoken texts: 'My sister's got a computer. *It* is a ...'
  - uses reference items appropriately and accurately most of the time in short written texts: 'We mixed some flour and water. Then we added some salt to *the* mixture'.

Text in context

Language

Field

Outcome 6.2

Understands and uses a wide range of vocabulary and grammatical items to form short word groups and phrases constructing fields beyond the personally relevant, and uses a narrow range of technical vocabulary.

Examples of evidence include that the learner:

- Uses commonsense, everyday vocabulary confidently with peers and uses with some confidence a narrow range of vocabulary that is constructing an orientation to the community and other personally relevant fields, such as careers
- Demonstrates understanding of a narrow range and begins to use a limited range of technical vocabulary constructing a small range of educational fields, such as physical geography and civics
- Demonstrates understanding of more than one meaning of a range of familiar words
- Demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences
- Identifies some of the key vocabulary in a spoken, written and simple visual text to construct a simple summary
- Uses English student dictionaries confidently and in preference to bilingual ones.

Examples of evidence include that the learner:

- Uses, in literary texts, a small range of vocabulary expressing:
  - actions: *rode*
  - feelings and attitudes: *I think*, *cute*, *beautiful*
  - phrases giving the circumstances of the events: *slowly*, *up to the fence*
- Identifies and chooses a range of vocabulary to expand short noun groups:
  - numbers: *a quarter of*
  - describers: *big*, *beautiful*
  - classifiers: *state*, *federal* government
  - occasionally some short prepositional phrases as qualifiers: 'The man *in the shop* was ...'
- Uses a narrow range of technical vocabulary: *measure*, *chance* and '*Record* the results *on the chart*'
- Understands a range of common nominalisations (ie words that have been formed by changing verbs, adjectives or conjunctions into nouns) and uses a limited range of common examples:
  - understands: *movement*, your *turn*, a good *chance*
  - uses: 'What's your *height*?', a lot of *happiness*, *education*
- Begins to use simple direct speech ('She said, "I am going home"') and simplest reported speech and thought ('She said she was going home', 'He thinks that it's nice')
- Uses a range of comparatives of regular two-syllable adjectives ending in 'y' (*funnier*, *funniest*; *luckier*, *luckiest*) and chooses isolated three-syllable (*more beautiful*) and irregular examples (*good*, *better*, *best*).

Scale 6

Text in context

Language

Tenor

Outcome 6.3
Recognises that communication varies according to context and participates appropriately in a narrow range of familiar, supportive contexts using with some accuracy a small range of basic grammatical structures.

Examples of evidence include that the learner:

- Participates appropriately in classroom conventions:
  - stands to present views and responds appropriately to views that are different from their own
- Interacts appropriately with written texts in a narrow range of supportive contexts:
  - invites known people informally using modelled examples or invites a response from the receiver of an e-mail
- Demonstrates a basic understanding of variation according to context:
  - begins to take on the role of welcoming, introducing or thanking visiting speakers by reading aloud models of simple, formulaic formal language
  - reflects with increased confidence on the language choices appropriate in a letter to a friend or when speaking to a younger child
- Maintains the appropriate degree of formality in a limited range of more formal, less supportive contexts:
  - maintains with limited success a consistent level of technicality in an information report
- Begins to critically explore how interpersonal meanings can be made when communicating with people in different situations:
  - investigates how people in a photo are presented and whether it is the same experience for everyone
  - identifies and reflects with increased confidence on the appropriateness of a small range of behaviours such as gaze, distance, gesture and touch.

Examples of evidence include that the learner:

- Recognises that language varies according to context and chooses appropriately in a narrow range of contexts:
  - says 'See you later' to a peer and 'Goodbye' to a visitor
- Recognises a variety of statements, questions, offers and commands in texts such as commands in procedures and statements in information reports:
  - responds appropriately to spoken instructions in a library
- Seeks information using a range of yes/no questions ('Have you got my book?') and uses a small range of wh-questions ('Who you went on boat with?') with varying degrees of accuracy
- Uses appropriate intonation patterns of basic statements, questions and offers when speaking and when reading aloud basic texts, drawing on knowledge of punctuation
- Understands a small range of language elements expressing modality and uses appropriately a limited range:
  - chooses with some accuracy the most elementary: *might*, *must*; *maybe*; *I think*, *I know*
- Plays with language in a narrow range of ways for humorous effect:
  - says 'Goodbye' and immediately changes to 'No, badbye'
- Explores how vocabulary is linked to the tenor of a context:
  - compares the appropriateness of isolated examples of colloquial and non-colloquial language: *cool* with *good*, *footy* with *football*, *car* with *vehicle*
- Uses a range of evaluative language to express feelings and attitudes:
  - when giving feedback, chooses 'I think it's beautiful'.

Text in context

Language

Mode

Outcome 6.4

Identifies and compares in elementary ways the features of spoken, written and visual texts, and constructs a narrow range of brief written and visual texts that generally unfold coherently through their simplicity.

Examples of evidence include that the learner:

- Communicates simply, appropriately and accurately, some of the time, using various media:
  - speaks casually over the telephone
  - e-mails a learner in a different setting
- Identifies the patterns in what is placed at the front (ie foregrounded) in a genre and demonstrates an elementary understanding of which grammatical elements can be foregrounded in a given genre:
  - identifies that the pattern for a recount is for time and place to be foregrounded and that phrases express them
- Reads with increasing confidence a range of handwritten texts
- Identifies and discusses in elementary ways the meanings made in a range of multimodal texts:
  - discusses the relationship between information in a flow-chart and in a written explanation
  - discusses the meaning of symbols such as those used on clothes.

Examples of evidence include that the learner:

- Chooses short, basic phrases of time and place at the beginning of recounts or narratives:
  - chooses examples like 'Later that night, ...'
- Demonstrates understanding of short, simple dialogue in texts read aloud:
  - reads aloud basic dialogue appropriately
- Reads texts with different handwriting, font and case
- Demonstrates control of choice and formation of tense for a small range of verbs:
  - shows control of the primary tenses (present, past, future) and the past tense form of most common irregular verbs: *did*, *went*, *saw*
  - begins to gain control of secondary tenses: 'I *am hoping*', 'I *was sleeping* too long'
- Spells with greater accuracy most words learned in the classroom and spells others based less on their own pronunciation and more on visual patterns
- Writes so that the texts are clearly legible: uniform spaces between letters and words, shows accurate letter formation and uses uniform size.
- Begins to use basic punctuation appropriately.

Scale 7

Text in context

Language

Genre

Outcome 7.1
Communicates in a range of social situations and a narrow range of educational genres, and reflects on these in an elementary way.

Examples of evidence include that the learner:

- Demonstrates an elementary understanding of genres:
  - identifies some contexts in which a range of elementary genres are found
  - begins to reflect on the purposes, the appropriate structure and common features of a range of elementary genres, such as sales transactions, personal recounts, simple narratives, procedures, descriptive reports, sequential explanations and arguments
- Participates with some confidence in casual conversations about familiar topics with familiar people
- Constructs with some confidence oral and written examples of the elementary genres having a number of stages or a series of events:
  - reads longer, more complex illustrated sequential explanations, such as life cycles and simple flow-charts, and begins to write and draw short examples of these with some confidence
  - constructs brief oral and written arguments
  - organises the meanings in short, simple paragraphs in a logical order
  - writes simple, repetitive poems based less on modelled language.

Examples of evidence include that the learner:

- Participates in a range of short spoken exchanges using a range of less formulaic initiating and closing moves in the exchange
- Identifies a wide range of discriminating features of elementary genres:
  - identifies action verbs as a prominent feature in specific stages of narratives and reports
- Identifies and uses a limited range of significant linguistic features that organise a text:
  - chooses phrases of time and location in recounts and narratives
  - uses sub-headings in a report
  - uses conjunctions which organise the text: *Second* ..., *Next* ...
- Expands information in a text by joining clauses:
  - forms compound sentences using the range of linking conjunctions: *and*, *but*, *or*, *so*, *and then*
  - forms complex sentences using common binding conjunctions: *if*, *when*, *after*
- Uses a small range of simple language elements that make a text hang together (ie cohesive resources, characteristic of shorter texts):
  - understands and uses a range of reference items accurately most of the time in spoken texts: 'My mum's got a computer. *It'*s a ...'
  - reads reference items accurately in longer written texts: 'The flour and water make a mixture. *This* mixture makes a dough ...'.

Text in context

Field

Outcome 7.2

Understands and uses common vocabulary that constructs everyday, non-technical fields and has a tentative control of a narrow range of technical fields.

Examples of evidence include that the learner:

- Communicates confidently with peers in informal contexts about a range of personally relevant topics, such as joining a sports club

- Demonstrates a limited understanding of vocabulary constructing fields beyond immediate personal and school experiences

- Demonstrates understanding of a small range and begins to use a narrow range of technical vocabulary constructing a range of educational fields, such as technology or life topics in science

- Demonstrates understanding of more than one meaning of a wide range of familiar words

- Uses English student dictionaries almost exclusively and begins to use a thesaurus.

Language

Examples of evidence include that the learner:

- Constructs noun groups consisting of a narrow range of:
    - describers: The *new* man
    - classifiers: The new *security* man
    - short prepositional phrases as qualifiers: 'The new security man *in the shop* was found ...'

- Chooses, in literary texts, a range of vocabulary:
    - verbs expressing action processes: *stomped*
    - noun groups expressing the participants: *large fur coat*
    - phrases giving the circumstances of the events: *at exactly five o'clock*

- Understands a range of common nominalisations (ie words that have been formed by changing verbs, adjectives or conjunctions into nouns) and uses a narrow range of common examples:
    - understands: our *representative*, your *vote*
    - uses with varying degrees of accuracy: *government*, *election*

- Uses a small range of common technical vocabulary: *subtract*, *calculate*

- Uses, with some accuracy, simple direct ('She said, "I want to go home"') and reported speech ('She said she want to go home')

- Identifies multiple meanings of some very familiar vocabulary, such as *Western Australia*, *Western Bulldogs*, *a Western movie*

- Understands the notion of acronyms and acronym-like words and identifies a range of common examples, such as *ABC*, *SA*, *Qantas*

- Uses a wide range of comparatives of regular two-syllable adjectives ending in 'y' (*nastier*, *nastiest*) and a small range of three-syllable examples (*more comfortable*) and irregular examples (*bad*, *worse*, *worst*).

Scale 7

Text in context   Language

Tenor

Outcome 7.3
Participates with some measure of confidence and critical awareness in a small range of familiar contexts, using a small range of grammatical structures accurately.

Examples of evidence include that the learner:

- Begins to take on role of welcoming and introducing and thanking visiting speakers:
    - reads aloud models of simple, modelled formal language
    - invites orally known people in informal contexts
- Chooses a small range of basic ways of expressing statements, questions, offers and commands and uses them accurately
- Understands a range of language elements that express modality and uses appropriately a narrow range in informal and formal situations
- Demonstrates understanding of non-literal meanings by beginning to use a strictly limited range of colloquialisms or idioms with some confidence
- Demonstrates, with increased confidence, a critical awareness of variation according to context:
    - reflects on the appropriateness of adjustments made when communicating with a known adult on a serious matter.

Examples of evidence include that the learner:

- Experiments with how meanings are varied by changing intonation, volume and emphasis when speaking and reading aloud collaboratively constructed texts
- Seeks information using a wide range of yes/no questions ('Didn't you go on the boat?') and uses a range of wh-questions ('Who do you go on the boat with?') with varying degrees of accuracy
- Chooses with some accuracy elementary expressions of modality: *could*, *may*; *perhaps*, *luckily*, *I reckon*
- Begins to understand how vocabulary choice is linked to the tenor of the context:
    - understands how the following words vary according to context: *abdomen*, *stomach*, *tummy*, *belly*, *guts*
- Chooses a strictly limited range of colloquial and idiomatic language: 'Who do you go for?'
- Plays with the language in a small range of ways for humorous effect
- Uses a small range of evaluative vocabulary to express feelings and attitudes:
    - when giving feedback, chooses 'Your writing was excellent'.

Text in context

Language

Mode

Outcome 7.4
Identifies and compares in elementary ways the features of spoken, written and visual texts, and constructs a small range of short written and visual texts that unfold coherently through their simplicity.

Examples of evidence include that the learner:

- Identifies the patterns in what is foregrounded in a genre and begins to use this understanding independently and appropriately in a limited way
- Communicates simply, appropriately and accurately, some of the time, when the situation involves another medium:
  - asks for information over the telephone
  - instructs someone using a computer
- Identifies and discusses in elementary ways the meanings made in a range of multimodal texts:
  - discusses the links between illustrations and the accompanying verbal text
  - discusses the meanings in cross-sections.

Examples of evidence include that the learner:

- Begins to use understanding of foregrounding:
  - begins to use phrases of time at the beginning of a recount: 'In the nineteenth century, ...'
  - foregrounds ways of doing an action in procedures: '*Carefully* place the dot in the middle of the circle' rather than 'Place the dot carefully in the middle of the circle'
  - tends to foreground personal pronouns in practical reports: '*We* put the leaf in the sun' rather than '*The leaf* was put in the sun'
- Demonstrates understanding of spoken language being presented in texts as quoted or reported speech:
  - identifies saying verbs and experiments with speech marks
- Demonstrates control of choice and formation of tense for a range of verbs:
  - shows control of the primary tenses (present, past, future) and the past tense of the most common irregular verbs: *did*, *went*, *saw*
  - shows better control of secondary tenses: 'I've wanted to go there', 'They been saying stupid things'
- Spells accurately most words learned in the classroom and uses a range of spelling strategies, such as visual patterns, word lists or dictionaries
- Demonstrates understanding of the common punctuation marks and uses the most basic with some consistency:
  - uses consistently capital letters, full stops and question marks.

Scale 8 (Standard 2)

Text in context

Language

Genre

Outcome 8.1
Communicates in a wide range of social situations and a narrow range of educational genres, and reflects on these in an elementary way.

Examples of evidence include that the learner:

- Demonstrates an elementary understanding of genre:
  - reflects, with support, on the purposes, the appropriate structure and common features of a range of elementary genres, such as personal and factual recounts, simple narratives, procedures, descriptive reports, sequential explanations, and simple arguments
  - identifies texts from different cultures as being the same genre:
    - compares folktales and recipes from different cultures
- Participates with greater confidence in casual conversations about familiar topics with familiar people
- Constructs oral and written examples of the elementary genres having a number of stages or a series of events:
  - reads long, quite complex sequential explanations, such as life cycles and simple flow-charts, and writes and draws with some confidence simple examples
  - constructs oral and written recounts, short oral and written narratives, summaries and arguments
  - independently constructs examples of story genres, using a distinguishable storyline and some events clearly related to the resolution of a problem.

Examples of evidence include that the learner:

- Identifies and uses a limited range of features that organise a text:
  - phrases of time and place in recounts
  - sub-headings in a report
  - a new line to mark a change of speaker in a dialogue
  - simple conjunctions of time to connect actions in spoken procedures: *First*, *Then*, *After that*
- Identifies clauses and expands the information in a text by joining the clauses:
  - forms complex sentences using common binding conjunctions: *because*, *if*, *since*, *when*
  - begins to use a small range of relative pronouns with varying accuracy: 'We come from Zagreb, *which is the capital of Croatia*'
- Uses a range of simple language elements that make a text hang together (ie cohesive resources characteristic of shorter texts):
  - understands and uses a range of reference items accurately most of the time in spoken texts: 'My dog's got a new kennel. *She* likes *it* so much'
  - uses reference items appropriately and accurately most of the time in short written texts: 'The flour is mixed with water. *This* makes a dough ...'
  - reads reference items accurately in longer written texts: '... *This* offer is available ...'.

Text in context

Language

Field

Outcome 8.2
Understands and uses common vocabulary that constructs everyday, non-technical fields of personal and community interest and has a tentative control of a small range of technical fields.

Examples of evidence include that the learner:

- Communicates confidently about familiar fields with peers in informal contexts but is still unsure of some field-specific vocabulary:
    - brainstorms solutions to a playground issue
- Demonstrates a tentative control of vocabulary beyond immediate personal and school experiences
- Chooses appropriately from a narrow range of vocabulary when required to make more delicate meanings
- Writes and retells simple descriptive texts which construct less familiar fields, such as fantasy characters or creatures, but relies heavily on modelled examples
- Chooses appropriately to use either direct speech or reported speech:
    - when presenting an oral report, uses reported speech
- Uses an English thesaurus with some confidence.

Examples of evidence include that the learner:

- Identifies a range of vocabulary patterns:
    - contrasts the vocabulary for writing a daily recount ('My budgie') and for writing a technical report ('Budgerigars')
- Uses slightly more varied vocabulary:
    - verbs expressing mental processes: *know*, *believe*
    - noun groups expressing the participants (especially the describers and classifiers in the noun groups): *dusty donkey track*
    - phrases expressing the manner of an action: '*Carefully*, place ...', 'It fell *with a bang*'
- Understands a range of common nominalisations (ie words that have been formed by changing verbs, adjectives or conjunctions into nouns) and uses a small range of common examples:
    - understands: *possibility*, *allowance*
    - uses with varying degrees of accuracy: *permission*, *ability*
- Uses a range of common technical vocabulary: *consume*, *diet*
- Identifies key vocabulary in spoken, written and simple visual texts to construct a simple summary
- Uses, with a greater degree of accuracy, direct speech ('She said, "I'd like to go home"') and simple reported speech ('She said she is going home').

Scale 8 (Standard 2)

Text in context

Language

Tenor

Outcome 8.3
Participates with increasing confidence and critical awareness in a range of familiar contexts using a wider range of basic grammatical structures accurately and begins to participate appropriately in a narrow range of more formal contexts.

Examples of evidence include that the learner:

- Begins to understand more clearly how interpersonal meanings can be made in varying ways by different social and cultural groups:
  - participates in a discussion on how the context determines what is spoken or written about and how that is done
  - adjusts speaking to communicate with a known adult on a serious matter
- Invites, welcomes, introduces and thanks visiting speakers appropriately, relying heavily on collaboratively constructed models of simple, formal oral language
- Chooses appropriately a small range of language expressing modality (ie degrees of certainty or obligation) when expressing and responding to a point of view in predominantly informal contexts
- Demonstrates understanding of non-literal meanings:
  - begins to use with some confidence a limited range of common colloquialisms or idioms
- Demonstrates critical awareness by identifying and reflecting with increased confidence on the appropriateness of a range of linguistic choices:
  - identifies constructions of stereotypes in television commercials or junk mail.

Examples of evidence include that the learner:

- Begins to understand appropriate choice of questions and commands and language expressing modality (ie degrees of certainty or obligation) when considering classroom and school behaviour:
  - begins to understand choices available for commands when negotiating with teachers or other known adults: 'Could you come over here please' compared with 'Come over here'
- Uses simple forms of language expressing modality with varying degrees of accuracy: *should*, *could*; *just*, *only*
- Chooses with some confidence vocabulary appropriate for the tenor of the context:
  - chooses fix cars or repair motor vehicles appropriately
  - chooses a limited range of colloquial and idiomatic language: 'Sucked in'
- Begins to understand how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud familiar texts:
  - begins to understand a variation such as: 'I'm *sure* you are'
- Uses a range of evaluative vocabulary to express feelings and attitudes:
  - when giving feedback, chooses 'I thought it was the best'.

Text in context

Language

Mode

Outcome 8.4

Identifies and compares the major features of spoken, written and visual texts, and constructs a range of short spoken and written texts that unfold coherently most of the time.

Examples of evidence include that the learner:

- Discusses and understands the patterns in what is foregrounded in a genre and uses this understanding appropriately most of the time
- Communicates simply, appropriately and accurately, in general, when the situation involves another medium:
  - gives instructions over the telephone
- Identifies and discusses with slightly more confidence the meanings made in a range of multimodal texts:
  - discusses the meanings made in a pie graph
- Demonstrates a tentative critical understanding of a range of multimodal texts:
  - discusses the relationship between a visual text and the accompanying verbal text, such as what meanings a cross-section makes that the accompanying verbal text does not.

Examples of evidence include that the learner:

- Organises texts in simple, logically ordered paragraphs on the basis of a change of topic and writes a topic sentence for each paragraph
- Foregrounds simple, repetitive patterns most of the time with limited use of alternative elements:
  - in procedures, primarily chooses to foreground actions: '*Draw* the eyes with a fine brush ...'
  - begins to foreground the means used in an action: '*With a fine brush*, draw the eyes ...'
  - begins to foreground non-human elements in factual genres: '*The leaf* was put in the sun' rather than '*We* put the leaf in the sun'
- Demonstrates limited control, with support, of punctuation marks beyond the most basic: speech marks, commas and apostrophes for basic contractions and possession.

Scale 9

Text in context

Genre

Outcome 9.1
Communicates in a wide range of social situations and a small range of educational genres, and reflects on these in an informed way.

Examples of evidence include that the learner:

- Demonstrates an elementary understanding of genre:
  - reflects in simple terms on the purposes, the appropriate structure and common features of a range of elementary genres, such as personal and factual recounts, simple narratives, procedures, descriptive reports, sequential explanations, and simple arguments
  - begins to reflect on possible variations of the structure of a genre
  - contrasts texts of the same genre from different cultures in terms of structure but also in simple linguistic terms
- Constructs oral and written examples of a range of elementary genres having a number of stages or a series of events:
  - writes and draws sequential explanations, such as life cycles and simple flow-charts, which begin to incorporate causal meanings
  - writes short factual texts drawing from more than one source and using a range of simple cohesive resources
  - constructs simple oral and written arguments based heavily on modelled and collaboratively constructed texts
  - writes and retells examples of story genres which have more than one complication to resolve.

Language

Examples of evidence include that the learner:

- Identifies and uses a small range of significant language features that set up the structure of a text:
  - phrases foregrounded in a range of genres:
    - time and place in recounts
    - time, place and manner in procedures
  - sub-headings in a report
  - a new line to mark a change of speaker in a dialogue
  - conjunctions organising arguments: *Secondly*, *In addition*, *Later*, *Finally*
- Identifies clauses and expands the information in a text by joining the clauses:
  - forms complex sentences using a wide range of binding conjunctions: *because*, *if*, *since*, *because if*
  - uses a small range of relative pronouns with varying accuracy: 'We come from Zagreb, *which is the capital of Croatia*', 'The boy *which writes well* is ...'
- Uses a range of simple language elements that make a text hang together (ie cohesive resources):
  - uses a narrow range of conjunctions to join sentences or paragraphs in a text: *So*, *However*
  - uses reference items appropriately in longer, increasingly complex factual genres such as explanations: 'The woodchips are mixed with water to make a pulp. *This* pulp is ...'
  - uses a small range of synonyms and antonyms.

Text in context

Language

Field

Outcome 9.2
Understands and uses common vocabulary that constructs everyday, non-technical fields and is developing tentative control of technical fields.

Examples of evidence include that the learner:

- Communicates confidently about familiar fields with peers in informal contexts, choosing appropriately from a small range of field-specific vocabulary

- Demonstrates a greater understanding of vocabulary beyond immediate personal and school experiences:
    - responds to texts on shacks and summer holidays

- Chooses appropriately from a small range of vocabulary when required to make more delicate meanings

- Writes and retells simple descriptive texts which construct less familiar topics, such as fantasy characters or creatures

- Demonstrates understanding of other perspectives and ideas when arguing, although still draws mainly from their own experiences and perspectives.

Examples of evidence include that the learner:

- Uses more varied vocabulary:
    - verbs expressing mental processes: *thought*, *considered*, *reckoned*; *hate*, *dislike*
    - noun groups: *a sharp 2B pencil*, '*The children in the water* are wearing ...'
    - phrases expressing the means used in an action: *with a big hammer*, *with a fine brush*

- Expands noun groups by using a more delicate choice of:
    - describer: a *nice*, *comfortable* flat
    - classifier: a nice *furnished* flat
    - some longer qualifiers: 'A nice furnished flat *near the centre of the city* is too much'

- Identifies key vocabulary in unfamiliar texts and uses it to construct a simple summary

- Understands a wide range of nominalisations (ie words that have been formed by changing verbs, adjectives or conjunctions into nouns) and uses a small range of examples:
    - understands: *inability*, *respiration*
    - uses with some degree of grammatical accuracy: *chance*, *absence*

- Uses direct speech and simple reported speech with a good degree of accuracy: uses 'She asked, "Would you like to go home?"' and 'She said she was going home'.

Scale 9

Text in context

Language

Tenor

Outcome 9.3
Constructs spoken and written texts confidently in a small range of contexts, particularly familiar contexts, and is developing control in a small range of more formal contexts.

Examples of evidence include that the learner:

- Invites, welcomes, introduces and thanks visiting speakers using a wider range of language choices but still relies on collaboratively constructed models of formal language choices

- Uses appropriately a wide range of language elements when expressing a point of view in predominantly informal contexts

- Maintains appropriate tenor in short, simple written or spoken factual texts and can begin to make appropriate changes if the context requires

- Demonstrates understanding of non-literal meanings by beginning to use with some confidence a narrow range of common colloquialisms or idioms

- Demonstrates some critical awareness by identifying and reflecting confidently on the appropriateness of a wide range of linguistic choices:
  – adjusts speaking to communicate with unfamiliar adults in a formal context

- Discusses in simple ways and for a narrow range of texts how visual images and language construct stereotypes, bias and prejudice:
  – analyses these elements in television commercials or junk mail

- Reflects in more explicit ways on the choice of non-verbal resources (eye contact, distance, uses of gesture, touch) appropriate to the cultural and situational context, especially contrasting informal and formal contexts.

Examples of evidence include that the learner:

- Interacts with peers confidently and with teachers or other known adults using a wider range of language expressing modality (ie expressing degrees of certainty or obligation) with a greater degree of success but less so when speaking with or writing to unknown adults:
  – chooses appropriately from: 'Can I borrow that', 'Can I borrow that please?' or 'Give me that'

- Uses a range of simple forms of language expressing modality with a greater degree of accuracy in more formal contexts:
  – chooses in oral presentations: '*Perhaps* the government *will* change its mind'

- Begins to reflect critically on appropriate choice of commands and language expressing modality in various situations:
  – reflects on the degree of obligation of 'You could try this' when uttered by an adult

- Chooses confidently from a range of vocabulary to maintain appropriate tenor in a text:
  – chooses from: *rear*, *rump*, *bottom*, *backside*, *bum*
  – chooses a narrow range of colloquialisms and idioms: 'It's stinking hot'

- Understands more clearly how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud a narrow range of texts:
  – understands more clearly a variation such as: 'You've just *got to* do it'

- Stresses the appropriate syllable in words that have been heard and can predict with some accuracy how new words are pronounced:
  – identifies the base and affixes and the different patterns of inflection of words: *photoˈsynthesis* but *synˈthetic*.

Text in context

Language

Mode

Outcome 9.4
Identifies and compares with some confidence a range of features of spoken, written and visual texts, and generally constructs a range of short coherent texts.

Examples of evidence include that the learner:

- Identifies the patterns in what is foregrounded (placed at the front) in a genre and begins to identify and use appropriately a small range of alternative language elements to foreground in a narrow range of genres
- Communicates more confidently in situations involving other media if the text is simple and there is support and time to plan:
  - negotiates over the telephone
  - uses tables, diagrams or other visual texts when speaking or writing or following instructions
- Identifies and discusses with some confidence the meanings made in a range of multimodal texts and demonstrates a tentative critical understanding of cultural references, such as the depiction of who people are by their clothes.

Examples of evidence include that the learner:

- Foregrounds (places at the front) less simple, repetitive patterns:
  - phrases of time and place are foregrounded on more than one occasion in a recount
  - topic is not exclusively foregrounded in a report: '*The habitat of snakes* is ...' rather than '*The snakes* live ...'
  - foregrounds with some confidence non-human elements in factual genres: '*The lathe* was dismantled carefully' rather than '*We* dismantled the lathe carefully'
- Understands that changes in the grammar may be required when changing what is foregrounded but does not always have control of that:
  - understands that a change is needed if choosing 'The agent *sold* the houses' rather than 'The houses *were sold by* the agent'
- Organises texts in longer, logically ordered paragraphs:
  - in expository genres constructs appropriately an introductory paragraph and topic sentences
- Foregrounds appropriately in independent constructions of explanations and arguments so that the text is coherent
- Demonstrates developing control, with support, of the links between intonation patterns and punctuation:
  - reads aloud appropriately, accounting for speech marks, commas for lists and apostrophes for basic contractions and possession.

Glossary

Active voice	Refers to the organisation of a clause so the 'do-er' of the action comes first (eg *The children washed the windows* as opposed to *The windows were washed by the children*, which is in the passive voice).
	Refer to 'passive voice'.
Affixes	Meaningful elements added to the base or stem of word, which changes the meaning of the base or stem (eg *re* added to *appoint* to make *reappoint*, *able* added to *comfort* to make *comfortable*).
Agreement	Describes the relationship between two elements of the language where the form of one determines the form of another.
	One type of agreement is subject–verb agreement where, for example, a plural subject requires a plural verb (*Chairs were* smashed) and a singular subject requires a singular verb (*A chair was* smashed).
	Note that in clauses of the type *There is* ..., agreement occurs with the first element in the participant immediately following the verb (eg *There **is a table** and two chairs in that room*, *There **are two chairs** and a table in that room*).
Antonym	A word that encodes a contrasting relationship (eg *light–dark, hot–cold*).
	It is often best to consider contrasting meanings along a continuum rather than as simply extremes (eg *scalding*, *hot*, *warm*, *lukewarm*, *cool*, *cold*, *freezing*).
Binding conjunctions	A large set of conjunctions (eg *because, if, as, since*) that join two clauses forming a relationship of dependence (hence the notion of 'binding'). The sentences formed are often labelled complex sentences (eg *We went and bought the car **after** we'd asked the bank for a loan*).
	The bound clause can be moved to the front of the sentence (eg ***After we'd asked the bank for a loan**, we went and bought the car*).
	Compare with 'linking conjunctions'.

Circumstance	The element of a clause (expressed by adverbial phrase/group or prepositional phrase) which gives information about the process in a clause. This information is about when, where, how, why, with what, or with whom the process occurred (eg *She knocked the clock **off the shelf*** (circumstance of place), *She knocked off **early*** (circumstance of time), *He left **with his friend*** (circumstance of accompaniment), *She left **by car*** (circumstance of means)).
Clause	A unit of meaning grouped around a verb/process: often referred to as the basic building block of language.
Cohesive elements	Grammatical tools or linguistic structures which tie together elements of a text, making it cohesive, or making a text 'hang together'. These include:

- conjunctions that link sentences: *Therefore, However*
- pronouns that link to other parts of the text: ***The house*** *was incredible. You should've seen **it***
- synonyms and antonyms: ***The tenants*** *were not happy at all. So **the landlord** and **all of the residents of the building** gathered in the office below.*

Colloquialism	An informal, slang or non-standard expression usually used where the speaker feels the tenor of a situation allows it (eg *We went like the clappers*).
Conjunction	A word whose primary function is to join two parts of the language together and indicate the relationship between them. Conjunctions can relate bits of language in different ways:

- additive: *and*
- comparative: *though*
- temporal: *after*
- consequential: *since*.

Conjunctions also function to join parts of the text at different levels:

- to join words together to make complex word groups (eg *fish and chips*, *beautiful yet treacherous*)
- to join clauses to make a sentence: these are the *linking and binding conjunctions*
- to join sentences: these are the *cohesive conjunctions*
- to join paragraphs to organise the text: these are the *rhetorical conjunctions*

See also 'binding conjunctions', 'linking conjunctions', 'rhetorical conjunctions' and conjunctions within 'cohesive elements'.

Connectives	A broad term to describe elements of the language that join various parts together; for example, the different kinds of conjunctions and elements that act like conjunctions (eg *One of the reasons* ... instead of *Firstly*, ...).
Dependent clause	A clause which is in a relationship of dependency with either another dependent clause or an independent clause. (Note that a sentence must have at least one independent clause.) For example: ***Because we ran out of petrol*** (dependent), *we had to walk to the town* (independent); *We had to walk to the town* (independent) ***because we ran out of petrol*** (dependent) ***after the fuel line got a leak*** (dependent).
Describer	A word (usually an adjective) in a noun group whose function is to describe the quality of the head word of the group (eg *The **pretty** flowers* were sitting in a pot, We drove down *the **long and winding** road*).
Embedded clause	A clause that is embedded in another, acting as:

- a qualifier in a noun group: *The woman **who won the race** is my mother*
- a participant itself: ***Winning the race*** has been a lifelong goal, ***Being good*** isn't easy.

Euphemism	This refers to expressions which are used to refer indirectly to topics or things that are culturally constructed as taboo or difficult to say directly (eg *to pass away* instead of *to die*, *the C word* instead of *cancer*).
Foregrounding	To create the focus or the orientation by choosing what to place at the beginning of a sentence, paragraph or text; for example:

- foregrounding the time: ***After five minutes***, *place the mixture in the oven*
- foregrounding the process: ***Place*** *the mixture in the oven after five minutes*
- foregrounding the non-human participant in the process: ***The mixture*** *was placed in the oven after five minutes*
- foregrounding the human participant in the process: ***We*** *placed the mixture in the oven after five minutes.*

Foregrounding appropriately is one of the requirements of a coherent text.

Formulaic	This refers to expressions that are so common at certain stages of an exchange that they can be memorised and used almost instinctively (eg *Good morning, Bye, Excuse me, Thank you, How're ya going?*).
Hortatory	This term is used to specify one of the two kinds of argument genre, the other being the analytical argument. Hortatory comes from the word 'exhort', which means to persuade someone to take some kind of action. Hence the purpose of an hortatory argument is not only to persuade the reader or listener to agree with the arguments presented but to take some action too.
Idiom	This refers to an expression that has a meaning that differs from its literal one (eg *raining cats and dogs*). Idioms also include slang and euphemisms.
Intonation	The distinctive patterns of the pitch, tune or melody of a clause (eg the rising tone contour of a question as opposed to the falling tone contour of a statement).
	Punctuation can be defined as the 'written form of intonation', hence the importance to consider intonation when teaching punctuation.
Linking conjunctions	A small set of conjunctions (*and, or, so, but*) that join two clauses forming a relationship of independence (eg *We bought the car on Saturday **but** we couldn't pick it up until Tuesday*). They can also be used to join words within a group.
Macro-genres	Defined as genres which are comprised of other elementary genres. For example, a text on skin cancer might have the purpose of persuading the reader or listener to agree with their thesis that skin cancer is a problem and that they should take some action to avoid it. If it includes within the text an explanation on the process of how cancerous cells develop on the skin or a report giving detailed statistics about skin cancer, then the text is considered to be a macro-genre. Since macro-genres are longer, more complex texts, they are prevalent in the later years of schooling.
Metaphor	An expression which replaces a congruent meaning with a more figurative one (eg *The news hit me right between the eyes* instead of the more congruent *I was shocked by the news*).

Polias J (2003), Department of Education and Children's Services, Adelaide

Modality

This refers to the elements of the language that express the speaker's judgment or assessment of certainty, frequency, inclination or obligation. These include:

– *may, might, should, could, must, have to: That **might** be the one, You **must** always cover it*
– *probably, certainly, always: She **always** wins*
– *I think, I believe, I hope, I think: **I think** that's right.*

These can be combined; for example:

– ***I suppose I could** have said that*
– *I **always have to** help*
– ***I am certain** he's the one, **I can certainly** help*
– ***The likelihood of your winning** is nil, mate*
– ***I think** I'd **better** go*
– ***I would probably** help, **I always have to** help*
– ***Perhaps** you **could** sign here, **I wonder if you could possibly see your way clear** to signing this for me.*

Narrative stages

Genres go through predictable stages and narratives have the following stages: orientation, complication, resolution, evaluation (optional) and coda (optional). Narratives often go through the stages in that order but certain elements are optional, as indicated, or may be put in a different order for effect: for example, a complication could function as the explosive first stage of a narrative.

Nominalisation

The process of changing verbs, adjectives, elements of modality or conjunctions into nouns; for example:

– *The crowd **applauded** wildly can have its process nominalised and so get The crowd's wild **applause** was breathtaking*

– *The river **floods** the lower delta every year and this provides ... can have its process nominalised to become The annual **floods** in the delta region provide ...*

– *People **usually** vote for the sitting member can have its modal element nominalised to become There is a **tendency** for people to vote for the sitting member*

– *They were late **because** of the train strike can have its conjunction nominalised to become The **cause** of the delay was the train strike.*

Noun group

A group of words in which the head word is a noun and all the other words serve to specify, or quantify, or describe, or classify, or qualify that noun (eg ***Some of the beautifully wrapped Christmas presents under the tree** had been opened*).

Some of	*the*	*beautifully wrapped*	*Christmas*	*presents*	*under the tree*	*had been opened*
quantifies	specifies	describes	classifies	head word	qualifies	

Polias J (2003), Department of Education and Children's Services, Adelaide

Participants	The things (animate and inanimate things and abstract phenomena) directly involved with the process of the clause. They identify the 'who' or 'what' of the process; for example:

- **The woman** brushed **her hair** away from her face (Who did the brushing and what was being brushed?)
- **The test tube** was heated slowly (What was being heated?)
- **The reasons for the changes** were not presented (What were not presented?)
- I can't accept **your excuses** (Who can't accept and what is it that they cannot accept?)
- I believe **your story** (Who is believing and what do they believe?).

Passive voice	Refers to the organisation of a clause so the 'done to' rather than the 'do-er' of the action comes first (eg *The car was washed by the children, wasn't it?* is in the passive voice as opposed to *The children washed the car, didn't they?*, which is in the active voice).

The passive voice is used when:

- the speaker/writer wishes to foreground the participant that is having the action done to it, the 'done to' (eg **The dried ingredients** are added to the mixture, **The car** was serviced only last month, **Taxes** were raised after the election)
- the actor (the 'do-er' of the action) is unimportant (the one who adds the mixture), or unknown (the one who services the car) or wishes to remain unknown (the one who raises the taxes).

Phrasal verbs	Verbal groups with a preposition that work together as one entity. The meaning they make is usually difficult to predict from looking at the verb and preposition separately:

- She **put** her **off** just as she was getting ready to swing (distracted)
- They **put out** the fire before it could spread (extinguish)
- **Put up** your hand (raise)
- The things I have to **put up with** (endure).

Usually the elements of the verbal group can be 'split' without a change in meaning (eg *They **put** the fire **out** before it could spread, **Put** your hand **up***).

Polias J (2003), Department of Education and Children's Services, Adelaide

Processes	The processes are the 'goings on' in the field: the actions that go on, the mental processes that go on in people's heads, the talking that people do and the way things are related in our world. The processes are expressed in a text by the verbal groups:

- action: *kicked, ran, drove, smiled, sneezed, listened*
- sensing: *believe, think, know, realise, hope, feel, hate, enjoy*
- saying: *told, said, replied, exclaimed*
- relating: *are, become, turn into, mean, represent, consist of, has, includes.*

Qualifiers	The element of the noun group that comes after the head word and whose function is to qualify the head word. Qualifiers can be either an embedded clause (eg *A verb **that contains a preposition** is often a phrasal verb*) or a prepositional phrase (eg *The house **at the end of the street** was said to be haunted*).
	See also 'noun group'.
Reference items	Reference items help to tie parts of a text, making it cohesive. Pronouns (which are used as a substitute for a noun group or even larger sections of text, eg *I, me, she, they, you, these, this, it, their, them*) are one example of reference items. The reader retrieves the meaning of the pronoun by going to another part of the text and sometimes even outside the text (eg *South Australians are proud of **their** state*).
	The definite article, *the*, is another example of a reference item (eg *We finally came to a monument. In front of **the** monument was* ...).
	See also 'cohesive elements'.
Relative clause	A clause which begins with a relative pronoun (*who, which, that, whose, whom*) (eg *The lift, **which had only just been fixed**, stopped between menswear and furniture; The lift got fixed after about an hour, **which was one hour too late for me***).
Relative pronouns	Pronouns (*who, which, that, whose, whom*) whose function it is to relate something secondary back to something primary (eg *who* in *The woman **who** told me is sitting over there* or *Kidman, **who** got her break in BMX Bandits, has really blossomed*).

Rhetorical conjunctions	These are conjunctions (eg *Firstly, In addition, Finally*) whose function is to join large parts of a text in a way that organises the text. They come at the beginning of the stages of a genre.
Rhetorical questions	Expressions that have the usual grammatical structure of questions but whose function is not to seek information but instead to give information and even help to organise the text. For example, *What is the government's policy on drugs in schools* could be used in a formal oral presentation to inform the audience that the speaker is now going to speak about the government's policy on drugs in schools. They are not asking the audience to give them the answer.
Saying processes	These express the processes of telling and saying (eg *said, shouted, whispered, told, retorted*). They can project both quoted speech and reported speech; for example: – *She shouted, 'Didn't I tell you to go outside'* (quoted speech) – *She shouted that I was supposed to go outside* (reported speech).
Scaffolding	This term describes the structured nature of support and guidance that adults or knowledgeable peers provide which leads to learning or, more specifically, language development. As the learner develops control of new understandings, concepts and abilities through developing language, the support is progressively withdrawn: new support is then provided for extended or new tasks, understandings and concepts.
Sensing processes	Express sensing or mental processes, the processes going on in people's heads (eg *think*, *know*, *believe*, *hear*, *see*, *notice*, *feel*, *like*, *worry*). For example: – *He **knew** the clock fell off the shelf, I **think** that you should say so* – *I **like** that clock, I **enjoyed** the film* – *I **smell** the blood of an Englishman, I **heard** that you're going*. Sensing processes express meanings that, unlike action processes, are not observable.
Simile	An expression where one thing or idea is likened to another and usually introduced with *like* or *as* (eg *My skin felt **like** parchment, The moon was **as** big **as** a beach ball*).
Synonym	A word with a similar meaning to another (eg *house, home, dwelling, abode, residence*). As the example illustrates, synonyms are best examined as a continuum so that nuanced differences can be explored.

Primary Years Band — **English as a second language**

Tense	The setting in time of a clause. The primary tenses are the past, present and future; for example:

The setting in time of a clause. The primary tenses are the past, present and future; for example:

- past: *I **ate**, I **said***
- present: *I **am eating**, I **know** what you **mean***
- future: *I **will eat**, I'm **going to have** it later*.

Secondary tenses are those that are a combination of the primary tenses; for example:

- the present happening in the past: *I **was eating** my dinner*
- the past happening in the present: *I **have eaten** my dinner*
- the past happening in the past: *I **had eaten** my dinner.*

Verbal groups — A verb or group of verbs that encode the process (eg *study, was studying, will be studying, would have been studying, tried to study*).