English as an Additional Language scope and sequence – Pathway A, Levels AL to A2

Strand: Listening and Speaking

| **Level AL** | **Level A1** | **Level A2** |
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| **Achievement standards** | | |
| Students use simple English words and phrases to communicate with teachers and peers in familiar routine situations. They listen to others and concentrate for short periods. They follow one- and 2-step instructions, exchange simple personal information and attempt to use the foundational oral English needed to manage learning in an English-speaking classroom. They begin to adapt their emerging English language skills and knowledge to respond to new communicative and functional demands. They use simple, learnt formulaic responses to communicate. Their utterances are characterised by a reliance on key vocabulary and/or paralinguistic (non-verbal) communication such as gestures, facial expressions and head movements, with many home language influences. They use some basic communication and learning strategies to participate and/or repair miscommunication in English. They demonstrate familiarity with some basic patterns in the sounds, intonation, rhythm, grammar and meaning of English. They attempt to copy pronunciation, stress and intonation used by others. They repeat key words and phrases that others use. They use home language peers as supports for learning and use resources, including classroom print texts such as pictures, diagrams, posters and other visual texts, to help them communicate. | Students communicate in simple English phrases and sentences in routine and familiar social and classroom situations. They follow and give simple instructions, exchange personal information, and participate in familiar and predictable activities and contexts. They modify their responses and manner of interaction to match the responses of others and the context. They use learnt formulaic responses and patterns, and create original utterances by substituting words. Their utterances have a short, simplified structure with simple subject–verb–object construction and overgeneralisation of rules. They use basic communication and learning strategies to participate in and sustain interactions in English. They recognise that intonation carries meaning, and they identify key words and repeated words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as picture cards and other visual texts to aid communication. | Students communicate in a range of predictable and familiar social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and about new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audiences and topics. They combine known conversational formulas and vocabulary, including some from texts read in class, and apply grammatical rules to make original utterances of varying grammatical accuracy. They sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly, or by asking what a word means. |
| **Content descriptions** | | |
| *Students learn to:* | | |
| Sub-strand: Communication | | |
| listen for short periods of time  VC2EALALL01 | engage in active listening  VC2EALA1L01 | listen actively  VC2EALA2L01 |
| respond to repetitive questions and prompts  VC2EALALL02 | respond to simple questions and prompts  VC2EALA1L02 | understand key information in a short spoken or multimodal text  VC2EALA2L02 |
| participate in highly contextualised social and learning activities  VC2EALALL03 | participate in simple social or routine learning activities by relying on key words, paralinguistic (non-verbal) communication and context  VC2EALA1L03 | negotiate familiar social and learning situations using language appropriate to the situation  VC2EALA2L03 |
| follow a short sequence of simple utterances, with extensive support  VC2EALALL04 | follow a sequence of simple utterances, with teacher and contextual support  VC2EALA1L04 | respond to and produce a short sequence of simple utterances, with teacher support  VC2EALA2L04 |
| Sub-strand: Text structures and linguistic features | | |
| recognise parts of a simple spoken text  VC2EALALL05 | recognise familiar spoken texts  VC2EALA1L05 | identify a number of spoken text types and forms  VC2EALA2L05 |
| recognise and use short, learnt phrases  VC2EALALL06 | recognise and use a small range of simple sentence patterns  VC2EALA1L06 | recognise and use a small range of sentence forms, including common time and sequence markers to link speech  VC2EALA2L06 |
| construct simple subject–verb sentences that mostly use present tense  VC2EALALL07 | construct simple subject–verb–object sentences  VC2EALA1L07 | recognise and use a small range of common verb forms accurately  VC2EALA2L07 |
| demonstrate placement of common adjectives and adverbs to describe or add emphasis  VC2EALALL08 | demonstrate variable placement of common adjectives and adverbs to describe or add emphasis  VC2EALA1L08 | recognise and use a number of different phrase forms  VC2EALA2L08 |
| recognise and use a small set of frequently occurring words related to immediate communicative needs  VC2EALALL09 | recognise and use words related to immediate communicative needs, interests or experiences  VC2EALA1L09 | identify key words and ideas from short, familiar spoken texts supported by context  VC2EALA2L09 |
| attempt intelligible pronunciation  VC2EALALL10 | use comprehensible pronunciation to blend, segment and manipulate familiar words  VC2EALA1L10 | use pronunciation accurately, including words with consonant blends at the beginning and end, and words with more than one syllable  VC2EALA2L10 |
| recognise and copy sentence stress and intonation patterns  VC2EALALL11 | recognise ways that sentence stress and intonation are used to enhance meaning or distinguish statements from questions  VC2EALA1L11 | use a range of stress and intonation patterns to enhance meaning  VC2EALA2L11 |
| Sub-strand: Plurilingual and cultural strategies | | |
| distinguish spoken English from home language(s)  VC2EALALL12 | recognise when to respond in English and when to respond in home language  VC2EALA1L12 | identify basic differences between spoken English and home language(s)  VC2EALA2L12 |
| use simple strategies to help spoken understanding  VC2EALALL13 | use simple strategies to clarify spoken communication and respond to misunderstandings  VC2EALA1L13 | use a range of strategies to self-assess and negotiate spoken communication  VC2EALA2L13 |
| draw on home language resources to enhance learning when listening and speaking  VC2EALALL14 | draw on a range of home language resources to enhance learning when listening and speaking  VC2EALA1L14 | draw on a wide range of home language resources when listening and speaking  VC2EALA2L14 |
| use basic spoken social formulas and gestures to interact in context  VC2EALALL15 | use a range of simple social formulas and gestures to interact with others orally  VC2EALA1L15 | initiate and maintain simple spoken interactions with others  VC2EALA2L15 |

Strand: Reading and Viewing

| **Level AL** | **Level A1** | **Level A2** |
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| **Achievement standards** | | |
| Students show interest in a variety of English texts and concentrate for short periods of time when reading or viewing short texts in print or visual form. They demonstrate reading-like behaviours, including holding a book, looking at the cover and pages of a book, turning single pages and looking at pictures. They recognise basic features of English texts, including page order and the role of illustrations in texts. They focus on images and other visual features that assist them to understand texts, and rely on peer or teacher support to complete simple structured activities such as sequencing pictures or acting out the key elements of a text. They read some environmental print, including their name and other familiar words and signs. They recognise and name some familiar letters and know the sounds commonly related to some letters and letter groups. When listening to texts being read aloud, they identify key words, and repeated words and phrases. They attempt to participate in shared reading experiences. | Students read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts, in print or visual form. Students read, in context, some familiar words, phrases, numbers and signs. They complete simple, structured activities such as sequencing sentences and pictures. They understand that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds commonly related to some letters and letter groups. They recognise features of texts, including text directionality and page order, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts being read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts. | Students read and respond to a wide range of familiar print or digital texts, including visual, multimodal and interactive texts. They predict, ask questions, retell and talk about texts read and viewed in class. With support, students read a range of topic-related classroom texts. They can read familiar texts with some fluency. They read back their own writing or their own sentences recorded by another student. They use texts purposefully, following simple procedural texts and finding basic information in texts. They discuss the events and characters’ feelings and actions in texts. They identify the purposes of familiar text types, including classroom text, simple story and factual text. They use their developing knowledge of context, phoneme–grapheme correspondences, word patterns and text structure to read simple texts, both familiar and unfamiliar. They interpret simple images and identify the layout of a range of text types. |
| **Content descriptions** | | |
| *Students learn to:* | | |
| Sub-strand: Communication | | |
| look for meaning in texts  VC2EALALR01 | understand the main themes or ideas of short, familiar print and digital texts, with teacher support  VC2EALA1R01 | understand the themes or main ideas of a small range of simple, familiar texts  VC2EALA2R01 |
| recognise familiar words and formulaic utterances, with extensive teacher support  VC2EALALR02 | identify key information in simple, familiar texts, with teacher support  VC2EALA1R02 | understand information in texts read and viewed in class  VC2EALA2R02 |
| identify signs and images, with extensive teacher support  VC2EALALR03 | match images to familiar words and phrases, with teacher support  VC2EALA1R03 | understand how different types of images in texts contribute to meaning  VC2EALA2R03 |
| make simple predictions about a text, with extensive teacher support  VC2EALALR04 | make simple predictions or inferences about a text, with teacher support  VC2EALA1R04 | use knowledge of context, text structure and language to understand literal meaning  VC2EALA2R04 |
| Sub-strand: Text structures and linguistic features | | |
| recognise different types of texts  VC2EALALR05 | recognise the basic features of different types of texts  VC2EALA1R05 | identify differences in text genres  VC2EALA2R05 |
| recognise familiar words and phrases  VC2EALALR06 | recognise a range of familiar words and phrases  VC2EALA1R06 | recognise an increasing number of high-frequency words in different contexts  VC2EALA2R06 |
| recognise some letters of the alphabet and some sounds in words  VC2EALALR07 | identify some sounds in words, and some common letters and letter patterns in words  VC2EALA1R07 | use knowledge of letters and sounds to read an unfamiliar word or locate key words  VC2EALA2R07 |
| recognise capital letters, spaces and full stops  VC2EALALR08 | understand the function of capital letters, spaces and full stops  VC2EALA1R08 | recognise that full stops and question marks separate text  VC2EALA2R08 |
| Sub-strand: Plurilingual and cultural strategies | | |
| identify English texts from home language texts  VC2EALALR09 | distinguish print and digital English texts from home language texts  VC2EALA1R09 | compare English and home language print and digital texts, with teacher support  VC2EALA2R09 |
| select and engage with a variety of texts, with teacher and peer support  VC2EALALR10 | select suitable texts for their own reading, with teacher and peer support  VC2EALA1R10 | select suitable texts for their own reading, and read, with some teacher support  VC2EALA2R10 |
| draw on home language resources to enhance learning when reading and viewing  VC2EALALR11 | draw on a range of home language resources to enhance learning when reading and viewing  VC2EALA1R11 | draw on a wide range of home language resources when reading and viewing  VC2EALA2R11 |
| observe and begin to participate in teacher-led shared reading activities  VC2EALALR12 | participate in shared reading activities, including reading aloud, with extensive teacher support  VC2EALA1R12 | contribute to shared reading activities, including reading texts aloud  VC2EALA2R12 |

Strand: Writing

| **Level AL** | **Level A1** | **Level A2** |
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| **Achievement standards** | | |
| Students communicate their ideas and experiences through drawings and attempts at writing copied from other sources such as environmental print and very short teacher-modelled texts, showing evidence of an emerging understanding of writing processes. They demonstrate interest and some ability to concentrate in shared writing activities, including watching the teacher and other students writing. They participate in shared writing experiences. They demonstrate awareness that written texts in English are presented through conventions that change according to context and purpose. They use drawings to represent simple descriptions, recounts and procedures. They copy words or phrases from books, vocabulary lists and other resources, and can write their own name. They attempt to use different writing implements and learn how to hold and use them correctly. They demonstrate some understanding of the left-to-right directionality of English script and the importance of spacing and writing on lines. They demonstrate knowledge of some phoneme–grapheme correspondences. They talk about their pictures and copied writing using simple words and sentences that draw on their developing oral English language skills, and/or their home language(s), especially when sharing with home language peers or a multilingual teacher. | Students communicate their ideas and experiences through drawings, copied writing, dictated texts and their own writing, showing evidence of a developing understanding of the writing process. They contribute to shared writing activities. They demonstrate awareness that written texts in English are presented through particular conventions, which change according to context and purpose. They write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedural texts. Students’ writing reflects their spoken structures, and they link ideas using basic conjunctions. They use basic punctuation in their writing. They demonstrate knowledge of some phoneme–grapheme correspondences when writing and spelling words. They show evidence of some basic planning for writing. They model their writing on shared writing activities and published texts, often copying words or phrases from books or vocabulary lists. They form letters and place text appropriately on a page. They use basic digital resources to write and present their texts. | Students communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral and reading skills when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They make plausible attempts to spell unfamiliar words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find out how to write unfamiliar words. They write letters legibly, include some punctuation and make some changes to their texts when editing. They use digital resources to write and present their texts. |
| **Content descriptions** | | |
| *Students learn to:* | | |
| Sub-strand: Communication | | |
| copy familiar symbols, words, phrases and short, simple sentences, with extensive teacher support  VC2EALALW01 | write familiar words, phrases or short texts and write simple functional texts related to their own experience or school context, with teacher support  VC2EALA1W01 | write short, simple narrative and information texts based on personal and learnt texts, and more complex texts, with teacher support  VC2EALA2W01 |
| illustrate a simple concept and label, with contextual support  VC2EALALW02 | illustrate a simple text  VC2EALA1W02 | illustrate a variety of written texts  VC2EALA2W02 |
| Sub-strand: Text structures and linguistic features | | |
| copy a very simple text structure  VC2EALALW03 | use a simple, familiar text structure repeatedly  VC2EALA1W03 | use a variety of simple text structures  VC2EALA2W03 |
| copy simple modelled sentences  VC2EALALW04 | write simple, repetitive modelled sentences  VC2EALA1W04 | write sustained texts using sentences based on simple, repetitive, modelled patterns  VC2EALA2W04 |
| use some basic noun–verb combinations  VC2EALALW05 | demonstrate some control of basic verb forms  VC2EALA1W05 | use a small range of basic verb forms accurately  VC2EALA2W05 |
| use some basic adjective–noun combinations  VC2EALALW06 | use some common noun–verb and adjective–noun combinations  VC2EALA1W06 | write common nouns and adjectives in the correct order in formulaic structures  VC2EALA2W06 |
| write some high-frequency words related to personal experiences and school context  VC2EALALW07 | write an increasing range of high-frequency words related to personal experiences and school context  VC2EALA1W07 | use high-frequency words encountered in classroom activities  VC2EALA2W07 |
| apply developing phonics knowledge to spell some vowel–consonant (VC) and some consonant–vowel–consonant (CVC) words  VC2EALALW08 | accurately spell some consonant–vowel–consonant (CVC) words and common words learnt in class  VC2EALA1W08 | accurately spell familiar words and words with common letter patterns  VC2EALA2W08 |
| use capital letters and full stops  VC2EALALW09 | use common familiar punctuation  VC2EALA1W09 | use some punctuation consistently  VC2EALA2W09 |
| Sub-strand: Plurilingual and cultural strategies | | |
| distinguish between writing and drawing  VC2EALALW10 | respond to the terms ‘writing’ and ‘drawing’ appropriately, with teacher support  VC2EALA1W10 | plan writing using language that largely reflects features of spoken language  VC2EALA2W10 |
| recognise the importance of accurate reproduction of letters and words  VC2EALALW11 | actively engage in improving writing, with teacher support  VC2EALA1W11 | edit writing, with teacher support  VC2EALA2W11 |
| draw on home language resources to enhance learning when writing  VC2EALALW12 | draw on a range of home language resources to enhance learning when writing  VC2EALA1W12 | draw on a wide range of home language resources when writing  VC2EALA2W12 |
| participate in shared writing experiences  VC2EALALW13 | contribute ideas, words or sentences to a class or group shared story, with teacher support  VC2EALA1W13 | contribute to shared writing activities  VC2EALA2W13 |