English as an Additional Language scope and sequence – Pathway B, Levels BL to B3

Strand: Listening and Speaking

| **Level BL** | | **Level B1** | | **Level B2** | **Level B3** | |
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| **Achievement standards** | | | | | | |
| Students communicate in familiar social and classroom contexts, using simple formulaic and some creative structures. They understand spoken English that is supported by teacher direction and cues from classroom context. They contribute relatively complex ideas through simple spoken English, and use simple English to respond to the ideas of others. This is achieved through continuing support and scaffolding from teachers and English-speaking peers who provide authentic interactions and space to practise English. Peers who speak home language(s) also offer shared translation opportunities. This supports students to make connections between their home language(s) and their developing English language skills.  Students use short utterances and simple subject–verb–object constructions. They use common adjectives and adverbs to describe or add emphasis. They use repeated grammar patterns copied from stories, songs, rhymes or other short texts. Students’ pronunciation, stress and intonation are comprehensible but carry elements of home language pronunciation. They use some basic communication strategies, such as asking for repetition, and by questioning to check, clarify or confirm understanding. They use some basic strategies to initiate and sustain simple conversations in English, including restating, repeating or re-pronouncing as appropriate. | | Students communicate verbally and non-verbally in routine and familiar social and classroom situations, supported by cues in the immediate context. They use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually about concrete subject matter.  Students follow simple instructions, answer predictable questions, make basic requests and express their needs using simple sentences. They understand that English changes according to context and audience, and they modify their use of English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non-verbal language. Their utterances are characterised by varying grammatical accuracy. They use common adjectives and adverbs to describe or add emphasis. They use basic communication strategies, asking for repetition and questioning to clarify and confirm understanding. They restate their ideas and repeat or re-pronounce key words when necessary. | | Students communicate in English in predictable social and learning situations. They understand some de-contextualised English and express simple messages in basic English. They negotiate simple transactions and ask and answer simple questions on familiar topics, using familiar response structures.  Students identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interactions appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when contextually supported. They use simple English with varying degrees of grammatical accuracy. They combine known formulaic responses, learnt grammatical features and new vocabulary to construct new utterances. They use basic time and sequence markers, and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics in their utterances. They pronounce familiar words comprehensibly. They employ familiar strategies to sustain and enhance communication in English. | Students appropriately respond to and use the structures and features of spoken English in a variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements such as tone, formality of language, vocabulary and body language of spoken English that are used when speaking for different purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information from spoken texts. They use appropriate sequence markers and consistently use the most common irregular past tenses. They provide detail by using longer noun groups and adverbial phrases when speaking, and use comprehensible pronunciation, stress and intonation. They access English from a variety of spoken and written sources, and extend their spoken skills by incorporating new vocabulary from these sources into their own repertoire. They self-correct some errors, reformulate language to convey meaning more clearly, and add essential details. | |
| **Content descriptions** | | | | | | |
| *Students learn to:* | | | | | | |
| **Sub-strand: Communication** | | | | | |  |
| listen attentively, attending to intonation and body language  VC2EALBLL01 | listen actively, attending to tone, intonation and body language  VC2EALB1L01 | | understand the theme or main idea of spoken text, with teacher support  VC2EALB2L01 | | | understand a spoken text, with some teacher support  VC2EALB3L01 |
| respond verbally and/or non-verbally when spoken to  VC2EALBLL02 | identify some points of information in short spoken texts, with teacher support  VC2EALB1L02 | | identify key points of information in short spoken texts  VC2EALB2L02 | | | understand more de-contextualised and complex spoken language information  VC2EALB3L02 |
| participate in highly contextualised and familiar social situations and learning activities, with significant teacher or peer support  VC2EALBLL03 | participate in simple conversations and classroom routines, relying on other speakers to scaffold, interpret, clarify or elaborate  VC2EALB1L03 | | initiate and maintain short, structured social and classroom language interactions in most familiar contexts, using conversation partners to support understanding  VC2EALB2L03 | | | initiate and participate in a range of familiar social and learning contexts  VC2EALB3L03 |
| understand short verbal exchanges between speakers  VC2EALBLL04 | reproduce or role-play short scenarios or exchanges  VC2EALB1L04 | | role-play and retell a simple story, such as a recount, legend or fairytale, or ‘show and tell’  VC2EALB2L04 | | | present a simple prepared talk on a familiar topic  VC2EALB3L04 |
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| **Sub-strand: Text structures and linguistic features** | | | | | |  |
| recognise some familiar spoken texts  VC2EALBLL05 | construct short utterances, with contextual support  VC2EALB1L05 | | recognise and use the basic features of a spoken text  VC2EALB2L05 | | | identify and use features of formal and informal spoken texts  VC2EALB3L05 |
| construct 2- or 3-word utterances, with the support of actions, gestures or visuals  VC2EALBLL06 | use simple conjunctions  VC2EALB1L06 | | use specific time and sequence markers in speech  VC2EALB2L06 | | | use appropriate sequence markers  VC2EALB3L06 |
| use basic verb forms in context  VC2EALBLL07 | use a range of familiar basic verb forms accurately  VC2EALB1L07 | | use a range of verb forms with increasing accuracy  VC2EALB2L07 | | | use complex verb forms with increasing accuracy  VC2EALB3L07 |
| use common descriptive language  VC2EALBLL08 | use a narrow range of descriptive language words and phrases  VC2EALB1L08 | | use simple descriptive phrases  VC2EALB2L08 | | | use longer descriptive phrases  VC2EALB3L08 |
| respond to key words in a range of familiar and common situations  VC2EALBLL09 | use a variety of key words in a range of familiar and common situations  VC2EALB1L09 | | use a narrow range of descriptive vocabulary  VC2EALB2L09 | | | use a range of vocabulary to convey nuance  VC2EALB3L09 |
| use comprehensible pronunciation for familiar words  VC2EALBLL10 | use comprehensible pronunciation for a range of high-frequency words learnt in class  VC2EALB1L10 | | use clear pronunciation for common words and learnt key topic words  VC2EALB2L10 | | | use accurate pronunciation for all known words and phrases  VC2EALB3L10 |
| understand and use basic sentence stress, intonation and paralinguistic (non-verbal) features  VC2EALBLL11 | use sentence stress, intonation and other paralinguistic (non-verbal) features to support communication  VC2EALB1L11 | | use a range of sentence stress, intonation and paralinguistic (non-verbal) features to support communication  VC2EALB2L11 | | | use vocabulary, intonation, volume, stress and suprasegmental features (pacing cues) and paralinguistic features (non-verbal cues) to convey meaning and enhance communication  VC2EALB3L11 |
| **Sub-strand: Plurilingual and cultural strategies** | | | | | |  |
| distinguish spoken English from other languages and attempt to respond appropriately  VC2EALBLL12 | identify differences between aspects of spoken English and other languages  VC2EALB1L12 | | identify similarities and differences between spoken English and home language(s)  VC2EALB2L12 | | | talk about cultural differences in spoken language use across language and cultures  VC2EALB3L12 |
| repeat or re-pronounce words or phrases when prompted or if not understood, and ask for help  VC2EALBLL13 | ask for repetition or clarification to confirm understanding of spoken communication and ask for help  VC2EALB1L13 | | self-correct and improve aspects of spoken English language use that impede communication  VC2EALB2L13 | | | self-evaluate and improve aspects of spoken English language use to enhance communication  VC2EALB3L13 |
| draw on home language resources to enhance learning when listening and speaking  VC2EALBLL14 | draw on a range of home language resources to enhance learning when listening and speaking  VC2EALB1L14 | | draw on a wide range of home language resources when listening and speaking  VC2EALB2L14 | | | draw on an extensive range of home language resources when listening and speaking  VC2EALB3L14 |
| take turns to speak or listen during class interactions  VC2EALBLL15 | listen and speak appropriately during small-group interactions  VC2EALB1L15 | | contribute to small-group work and collaborative learning  VC2EALB2L15 | | | initiate and manage interaction in collaborative group work  VC2EALB3L15 |

Strand: Reading and Viewing

| **Level BL** | | **Level B1** | **Level B2** | **Level B3** |
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| **Achievement standards** | | | | |
| Students read a variety of short, simple, familiar, repetitive fiction and everyday texts in print and digital form, including visual, multimodal and interactive texts. They complete basic structured activities for the texts they read.  Students retell simple, familiar stories, and sequence a process using simple sentences and pictures. They understand that texts are written for a variety of purposes. They understand the basic phoneme–grapheme correspondences of English. Students read some familiar words and phrases in context. They recognise, name and know the sounds related to all letters and some common letter groups. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-written features when reading. They use vocabulary lists and simple pictorial and bilingual dictionaries to assist them to read unfamiliar words. | | Students read short, familiar print and digital texts, including visual, multimodal and interactive texts, that use simple language structures and features, common vocabulary and familiar contexts. They retell simple stories, predict likely outcomes, sequence ideas and complete basic comprehension activities.  Students understand the basic purposes of texts and choose texts appropriate for their purpose. With support, they read and gather basic information from simple, accessible texts. When reading, students combine their basic knowledge of English phoneme–grapheme correspondences, their developing spoken and sight vocabulary, their knowledge of the conventions of text organisation and their knowledge of English grammar. They use appropriate intonation and phrasing when reading aloud, showing an understanding of a text’s meaning and the function of basic punctuation. They demonstrate understanding of a narrow range of text organisational features including headings, labels, diagrams and contents pages. | Students read familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts, that contain predictable structures and familiar vocabulary.  Students follow simple written instructions and respond to simple written questions. They identify the main purposes of a range of texts and recognise the basic features of common text types. They use their developing vocabulary and their knowledge of sentence structure and English phoneme–grapheme correspondences to predict and self-correct. They modify intonation to distinguish questions, exclamations and dialogue when reading aloud. They follow logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. They use simple strategies to assess text difficulty and to choose new texts to read. | Students read with increasing independence for a range of purposes, and identify the main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive texts. Students demonstrate understanding of the main storyline and most key information when retelling, paraphrasing and answering questions, and they compare details in texts. They demonstrate awareness of how information is organised in English texts. They recognise the cohesive devices that connect ideas and the organisation of information in a text. They use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read unfamiliar texts. They use English dictionaries to check the meaning of unfamiliar words, and use contents pages, indexes, glossaries and headings to find information. |
| **Content descriptions** | | | | |
| *Students learn to:* | | | | |
| **Sub-strand: Communication** | | | |  |
| understand the main themes or ideas of some simple, familiar texts, with teacher support  VC2EALBLR01 | use key words to understand the main idea in a range of simple short texts based on predictable language structures and vocabulary  VC2EALB1R01 | | identify the main idea in short, simple texts, with some teacher support  VC2EALB2R01 | identify and compare the main ideas in a variety of texts  VC2EALB3R01 |
| extract information from short, simple texts, with teacher support  VC2EALBLR02 | extract some information from simple short texts, with teacher support  VC2EALB1R02 | | extract key information from a range of texts, with some teacher support  VC2EALB2R02 | extract detailed information from a variety of texts  VC2EALB3R02 |
| extract information from simple images, with teacher direction and support  VC2EALBLR03 | extract some information from a narrow range of images, with teacher support  VC2EALB1R03 | | extract key information from different types of images in text, with some teacher support  VC2EALB2R03 | interpret and explain information from a range of images in a text  VC2EALB3R03 |
| make simple predictions or inferences about a text, with teacher support  VC2EALBLR04 | make simple predictions or inferences about a text  VC2EALB1R04 | | make and substantiate predictions and inferences when reading or viewing a text, with teacher support  VC2EALB2R04 | discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level  VC2EALB3R04 |
| **Sub-strand: Text structures and linguistic features** | | | |  |
| recognise and explore texts in different media and modes  VC2EALBLR05 | compare text types and identify differences between them  VC2EALB1R05 | | identify informative, imaginative and persuasive texts when reading texts or listening to texts read aloud  VC2EALB2R05 | identify and compare a range of different text types and their organisational features  VC2EALB3R05 |
| understand and explore the basic layout and conventions of simple texts  VC2EALBLR06 | understand the purpose and basic organisational features of simple text types  VC2EALB1R06 | | understand the purpose and organisational features of common text types  VC2EALB2R06 | understand the cohesion of ideas between and within paragraphs in a range of texts  VC2EALB3R06 |
| sequence words to make simple sentences  VC2EALBLR07 | understand the sequence of key words, phrases or ideas in a familiar text  VC2EALB1R07 | | understand the relationships between events or ideas in a text  VC2EALB2R07 | comprehend the meaning of complex sentence patterns  VC2EALB3R07 |
| use simple present and past tense verb forms to talk about ongoing, current and past actions  VC2EALBLR08 | read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar  VC2EALB1R08 | | read texts that contain compound and complex sentences  VC2EALB2R08 | interpret the meaning of written text that uses a range of tenses and negation  VC2EALB3R08 |
| use some high-frequency adjective–noun and verb–adverb combinations  VC2EALBLR09 | identify simple present and past tense verbs  VC2EALB1R09 | | use knowledge of simple tense and negation to interpret the meaning of written text  VC2EALB2R09 | read and understand a range of descriptive language  VC2EALB3R09 |
| recognise some common words or phrases  VC2EALBLR10 | read some familiar words and phrases  VC2EALB1R10 | | read some common words or familiar phrases  VC2EALB2R10 | use knowledge of sentence structure and content to deduce the meaning of unfamiliar words  VC2EALB3R10 |
| recognise the letters and sounds of the alphabet and their basic relationships  VC2EALBLR11 | identify common syllables and patterns within words  VC2EALB1R11 | | apply knowledge of phoneme–grapheme correspondences to read unfamiliar words, with some teacher support  VC2EALB2R11 | apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar words  VC2EALB3R11 |
| recognise spaces, capital letters and full stops when reading  VC2EALBLR12 | understand the function of spaces, capital letters and full stops  VC2EALB1R12 | | understand simple punctuation when reading  VC2EALB2R12 | recognise and interpret direct and indirect speech  VC2EALB3R12 |
| **Sub-strand: Plurilingual and cultural strategies** | | | |  |
| distinguish English from home language texts  VC2EALBLR13 | recognise key differences between texts in English and in other languages  VC2EALB1R13 | | compare texts and aspects of texts across languages and cultures to identify similarities and differences  VC2EALB2R13 | compare different types of texts across languages and cultures  VC2EALB3R13 |
| select suitable texts for their own reading, with teacher and peer support  VC2EALBLR14 | select suitable books to read, with teacher support  VC2EALB1R14 | | select and read a range of unfamiliar texts, with some teacher support  VC2EALB2R14 | read independently for information or recreation in or outside the classroom  VC2EALB3R14 |
| draw on home language resources to enhance learning when reading and viewing  VC2EALBLR15 | draw on a range of home language resources to enhance learning when reading and viewing  VC2EALB1R15 | | draw on a wide range of home language resources when reading and viewing  VC2EALB2R15 | draw on an extensive range of home language resources when reading and viewing  VC2EALB3R15 |
| participate in shared reading activities, with teacher support  VC2EALBLR16 | participate in teacher-led shared reading activities, relating aspects of imaginative texts to their own experience  VC2EALB1R16 | | contribute to shared reading activities, including personal responses to an imaginative text or elements of a text  VC2EALB2R16 | contribute to shared reading activities, including personal responses to a narrow range of imaginative texts such as poems, short stories, films and/or songs  VC2EALB3R16 |

Strand: Writing

| **Level BL** | **Level B1** | | **Level B2** | | **Level B3** | |
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| **Achievement standards** | | | | | | |
| Students communicate their ideas and experiences simply through written, drawn, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They understand that written texts in English comprise specific conventions, which change according to context and purpose. They write simple sequenced descriptions, recounts and procedures, following models. They write or draw for specific audiences. Students engage in a variety of writing activities where they develop ideas with peers, seek feedback from teachers and use model texts to inform their own writing.  Students’ writing reflects the text structures and linguistic features of their spoken language. They link ideas using common conjunctions, and understand the purpose of basic punctuation and use it in their texts. They demonstrate knowledge of some English phoneme–grapheme correspondences and spelling of high-frequency words, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using images and asking how to write a word. They begin to form letters and place text appropriately. They copy and write texts using digital tools. | Students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. They use some of the basic structures and features common to these text types, demonstrating a growing awareness that purpose influences the way texts are written and presented.  Students’ written texts incorporate the basic grammatical features of their spoken English. They spell some common and familiar words accurately and make plausible attempts to spell unfamiliar words using known English phoneme–grapheme correspondences. They use simple strategies for spelling words, such as checking vocabulary lists or books. With support, they plan and edit their texts, providing additional information through visual images. They use a range of digital tools to write and present their texts. | | Students write for a range of purposes on familiar topics. They write simple, organised texts that demonstrate the use of specific vocabulary and simple sentence structures. Their writing demonstrates their understanding of the purposes, structures and features of common text types.  Students’ written texts include basic information and simple detail. Students use common conjunctions to link ideas, and use pronoun references with some noun–pronoun agreement. They use simple phrases to express basic comparisons, and use some basic punctuation with consistency. They make plausible attempts to spell unfamiliar words using known English phoneme–grapheme correspondences. They use a range of strategies for spelling words, including checking vocabulary lists and keeping a personal dictionary. They write new sentences using known sentence structures. They draw on their knowledge of the writing process to plan and write simple texts and, with support, redraft them. They use a range of digital tools to write, edit and present their texts. | | Students communicate for a range of purposes on a variety of topics, using a repertoire of familiar text types. They write sequenced and ordered information texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate overall cohesion and coherence.  Students can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing, and proofread them after a first draft has been written, improving spelling, punctuation and sentence structure. They present their writing appropriately, in print and digital forms. | |
| **Content descriptions** | | | | | | |
| *Students learn to:* | | | | | | |
| **Sub-strand: Communication** | | | | |  | |
| copy words, phrases or sentences accurately and carefully  VC2EALBLW01 | | write ‘real world’ personal texts, with teacher support  VC2EALB1W01 | | write simple personal texts that present a point of view  VC2EALB2W01 | write a range of texts that present a point of view on topics discussed in class  VC2EALB3W01 | |
| write some familiar words and complete simple, repetitive modelled sentences in writing  VC2EALBLW02 | | write simple information texts for a variety of classroom purposes, with teacher support  VC2EALB1W02 | | write simple information texts based on model texts provided or studied in class  VC2EALB2W02 | write a range of information texts covering topics across the curriculum, incorporating information from different sources  VC2EALB3W02 | |
| express imaginative ideas in simple forms of writing  VC2EALBLW03 | | write simple imaginative texts modelled on familiar forms and repetitive patterns, with teacher support  VC2EALB1W03 | | write imaginative texts based on model texts provided or studied in class  VC2EALB2W03 | write imaginative texts incorporating personal experiences and ideas from other texts  VC2EALB3W03 | |
| draw pictures to communicate activities or events and orally dictate sentences for the teacher to record  VC2EALBLW04 | | use images to support simple narrative or recount sentences, with teacher support  VC2EALB1W04 | | add visual information to written texts  VC2EALB2W04 | use a range of visual material or other cues to support texts  VC2EALB3W04 | |
| **Sub-strand: Text structures and linguistic features** | | | | | |  |
| write very short, simple texts  VC2EALBLW05 | | organise some subject matter and attempt to write paragraphs and topic sentences, using modelled forms and repetitive patterns  VC2EALB1W05 | | use headings and paragraphs appropriate to the task  VC2EALB2W05 | use the text structures and organisational features appropriate to the task  VC2EALB3W05 | |
| sequence a small number of ideas  VC2EALBLW06 | | sequence ideas using short sentences or statements  VC2EALB1W06 | | use simple connectives and pronoun references to connect ideas in a sentence  VC2EALB2W06 | use a range of devices to maintain cohesion  VC2EALB3W06 | |
| use basic verbs  VC2EALBLW07 | | use common verb forms correctly  VC2EALB1W07 | | use a range of verb forms correctly  VC2EALB2W07 | maintain appropriate tense throughout a text  VC2EALB3W07 | |
| use basic descriptive words  VC2EALBLW08 | | use a narrow range of simple descriptive phrases  VC2EALB1W08 | | use simple extended descriptive phrases  VC2EALB2W08 | write using extended descriptive phrases  VC2EALB3W08 | |
| use high-frequency words accurately, although sometimes repetitively  VC2EALBLW09 | | incorporate learnt vocabulary into writing  VC2EALB1W09 | | use varied and appropriate vocabulary  VC2EALB2W09 | use a range of key vocabulary appropriately  VC2EALB3W09 | |
| spell a number of high-frequency words accurately  VC2EALBLW10 | | spell common words encountered in class accurately  VC2EALB1W10 | | spell frequently used words with common patterns with increased accuracy  VC2EALB2W10 | spell most words accurately, drawing on a range of strategies including graphophonic and morphemic knowledge, context clues and/or home language strategies  VC2EALB3W10 | |
| copy basic punctuation as part of writing  VC2EALBLW11 | | use basic punctuation, such as spaces, full stops and capital letters, appropriately  VC2EALB1W11 | | experiment with complex punctuation  VC2EALB2W11 | use a range of punctuation marks consistently and correctly  VC2EALB3W11 | |
| **Sub-strand: Plurilingual and cultural strategies** | | | | | |  |
| understand the difference between writing and drawing, and that writing changes according to context and purpose  VC2EALBLW12 | | write using language that largely reflects features of spoken language  VC2EALB1W12 | | write using language that is beginning to reflect the features of written language more than the features of spoken language  VC2EALB2W12 | present work appropriately for purpose and audience  VC2EALB3W12 | |
| rewrite following explicit correction  VC2EALBLW13 | | rewrite after correction, discussion or prompting  VC2EALB1W13 | | take responsibility for some editing and revising of writing, with teacher support  VC2EALB2W13 | independently edit and improve their own writing  VC2EALB3W13 | |
| draw on home language resources to enhance learning when writing  VC2EALBLW14 | | draw on a range of home language resources to enhance learning when writing  VC2EALB1W14 | | draw on a wide range of home language resources when writing  VC2EALB2W14 | draw on an extensive range of home language resources when writing  VC2EALB3W14 | |
| participate in shared writing activities  VC2EALBLW15 | | contribute ideas to shared writing activities  VC2EALB1W15 | | share ideas and feedback on writing with peers  VC2EALB2W15 | confer and cooperate in groups or pairs when planning, writing or reviewing  VC2EALB3W15 | |