

What will you say to the parents, families and whānau of English language learners about the student's learning in secondary school?

This diagram from *The English Language Learning Progressions* illustrates the relationships between the progress of English language learners in acquiring proficiency in English and the levels in the learning areas of the New Zealand Curriculum.

You could copy this diagram and explanation and use them to support your discussions with parents, families and whānau. You could use them as part of a school report and/or as a prompt when conferencing with parents, families and whānau.

The learning areas of the New Zealand Curriculum

The learning areas of the New Zealand Curriculum are represented in different colours on the right-hand side of the diagram below. These curriculum learning areas are English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. New students usually join classes in the curriculum learning areas with other students who are the same age.

Most secondary school students are learning at curriculum levels:

- 4 and 5 in years 9 and 10
- 6 in year 11
- 7 in year 12
- 8 in year 13.

In most learning areas, students are taught and reported in relation to these curriculum levels (L4–L8 on the diagram). In all learning areas, teachers support students with relevant language and literacy. In all classes, students develop the key competencies of: thinking, using language, symbols and texts, managing self, relating to others and participating and contributing.

English language learning in secondary school

However, students may enter secondary school with a range of English proficiency.

An English language learner's progress in English literacy is usually tracked on the matrices of *The English Language Learning Progressions* (ELLP) until they approach the national expectations described in *The Literacy Learning Progressions* and the NCEA literacy requirements.

Teachers notice students speaking, listening, writing and reading in many situations as they place students on the ELLP stages. There is not one test for English literacy.

As secondary students progress in English, they move through Foundation Stage, Stage 1, Stage 2, Stage 3 and Stage 4. These stages are shown on the left-hand side of the diagram. Students might start at secondary school at any of these stages. Secondary students may take five years to develop enough academic English to meet national literacy expectations, depending on their prior knowledge and experiences.

When secondary students reach Stage 4, they are approaching the same level as national expectations for English literacy.

